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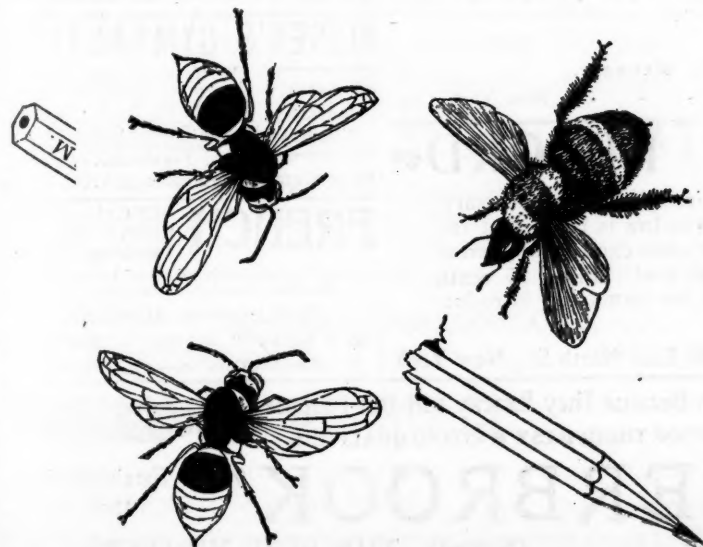
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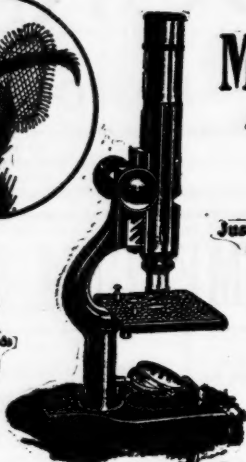
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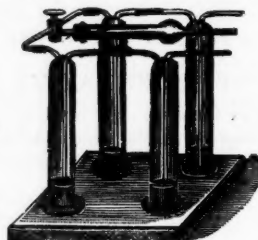
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A Weekly Journal of Education.

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For the Week Ending March 15

No. 11

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The School System of the United States: How it Solves Problems of Race and of Higher Education.

By J. HIRST HOLLOWELL, Secretary of the Northern Counties Education League, England.

(Continued from March 1.)

The American school system proceeds on the assumption that the citizen owes his best services to the state, and that it is only by efficient education that he is enabled to discharge that duty. A common view is to demand that the state shall do almost everything for the people. But the founders of New England preached a doctrine of reciprocity. They called on the citizen to develop himself by education because the state asked great services of him. No man, they held, had a right to the motherhood and protection of the commonwealth who was not prepared to make the best of himself for the general weal. The state could not afford to run the political and moral risks of illiteracy, or even of a starved type—a severely elementary standard—of education. The various peoples must be taught mutual respect and how to live in unity. Some one asked: "How can all these peoples, who since the dawn of history have lived in a chronic state of active warfare, here in the world's greatest republic be educated up to living together in a government and order of society consecrated to the highest welfare of all?"

No "Cockerton Judgment."

This ideal made impossible for the United States the paltry policy exemplified in the recent "Cockerton" case. In this case, men who would be offended if they were not called educated and Christian citizens, invoked the aid of the courts of law to destroy advanced instruction in the public day schools. They had no wish to destroy it in the schools that were private, costly, and inaccessible to the children of those great classes who have founded co-operative, trades, and industrial societies. What they asked the judges to stop was higher education in the schools established and controlled by the nation—schools without extraneous tests—schools in which persons of all sorts can teach, and in which the education is free.

Such a conspiracy would be as impossible in the United States as a plot to empty the Mississippi. No one there professes to have an interest in emasculating popular education, or in forcing prohibitive fees upon struggling parents who wish their children to get on, past the elements of knowledge, to a fuller and more rounded culture.

"The common school idea," it has been observed, "is that the property of the state shall educate the children of the state." And this idea has been acted on. The national government allotted to each state enormous grants of land for the service of education forever. And the funds thence arising are in no mean measure applied to the free higher and university education of the people. It was a fine observation of Dr. Forbes:—"I would say that before our educational system can be fully worthy of the name there must be in every Illinois cornfield and country town the foot of a ladder the upper end of which shall reach the top of the state university." The ladder is now there, not on paper but in position. The first grants of land after the revolution included two townships as an endowment for each

university. In addition to land thus set aside, some of the states lay a small tax upon the property of the state for the state university. Ohio, Michigan, Wisconsin, Minnesota, Nebraska, Colorado, and California lay "a tax of a fraction of a mill upon the property of the state." This is an excellent arrangement for two reasons. First, it makes the state appropriations for higher education stable, and, in the next place, the sum increases with the growing wealth of the state.

Class Division Avoided.

The new states were in great need of educated men for their own development. We must not forget that twenty-nine of the states were constituted during the nineteenth century. The few rich men of Ohio or Michigan or Wisconsin seventy years ago could easily have sent their sons and daughters to colleges in the Eastern states. On the theory, so disastrously clung to in some European countries, that higher education is only for persons of high social class, the Middle States might have sent their few children of the wealthy class far from home for advanced education, and thus divided their population, as we have too long done, into the rich and educated, the poor and ignorant. They determined to do nothing of the kind. Such a double cleavage of the population would have prevented good understanding and solidarity, and would have created grave risks of social and civil strife. The ascendancy of riches over poverty and ignorance is something to be feared; but when the mass of the people are well educated riches will circulate, nor will they press upon intelligence as they do upon helpless illiteracy.

These states of the Union possessed political sovereignty, and their position, area, and potentialities of growth gave them almost the importance of nations. It was to their permanent interest to raise the average intelligence of the people and to purge themselves of the class separations that are bred of ignorance. Many of the states had the territory and resources of a European kingdom. Says President Angell:—"Germany has one university for each two millions of inhabitants. Most of these states will at no distant day each have more inhabitants than that number. Missouri is larger in area than England and Wales, and more than twice as large as Scotland." President Angell might have added that the State of Texas has an area larger than that of the whole German Empire with England and Wales thrown in; and that Illinois, Iowa, and Wisconsin are each of them about equal in area to England and Wales. Texas alone is 740 miles long and 825 miles broad.

The great educators of Massachusetts, Connecticut, Pennsylvania, and the other Eastern states were as anxious to see education developed in the West as to foster it on their own ground. Dr. Lyman Beecher, in 1832, appealed to the East to help the West. "Her destiny," he exclaimed, "is our destiny; and the day that her gallant ship goes down our little boat sinks in the vortex!"

High Schools.

The educational statesmanship which has covered the land with elementary schools has taken care to provide high schools close at hand, or within reach by conveyance (publicly provided) of scholars who have graduated in the elementary courses. These high schools are like our best higher grade board schools, with these differences: (1) They are absolutely free. As far back as 1860 Ohio alone possessed 161 free high schools; (2) their course of study is more varied; (3) they are restricted to scholars of about fourteen years and over; (4) there are plenty of them; and (5) they are in touch with college and university education. Some of the state universities are as free as the high schools.

In 1898 there were no fewer than 5,495 public high schools in the states, managed by the same local authority as the elementary grades. The number of high schools is now over 6,000.

Massachusetts alone has established 262 high schools for a population of 2,500,000. Lancashire, with a population of 4,406,787 (in 1901), would be thought very extravagant by some persons if it had forty higher grade day schools supported from local taxation. One county in Massachusetts is Middlesex, and this is the course of instruction prescribed for the 48 high schools in that little county:—*

ENGLISH:	LANGUAGES:
Literature.	Latin.
Rhetoric.	Greek.
Composition.	French.
Grammar.	German.
SOCIOLOGY:	SCIENCES:
History.	Physics.
Civil Government.	Chemistry.
Political Economy.	Botany.
Moral Philosophy.	Geology.
MATHEMATICS:	Astronomy.
Algebra.	Zoology.
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It is interesting to observe that the number of high schools under public control in the United States is larger than the total number of schools of every kind under public control in England and Wales in 1900, viz., 5,758. The high schools of the United States had 476,227 pupils in 1899. Since 1889 the number of these schools has increased by 2,969.

We have lately seen a new regulation issued by the English board of education requiring scholars to leave English higher elementary schools on reaching their fifteenth year.† Strange to say, only a few of these schools have been allowed to come into existence, while the number of scholars over fifteen in all the board and voluntary schools in England and Wales in 1900 was only 6,758, of whom 3,762 were in board schools.‡ We look on a very different picture of public education in the United States, where the primary, grammar, and high schools have each a course of four years, and are equally free. The legal school age is six to twenty-one in twenty-two states, and five to twenty-one in eleven states. Thus 33 states out of 45 permit free education up to twenty-one years of age. This generous limit of age is, of course, reached by comparatively few, but the fact that it is conceded shows that the problem of higher education is considered by American people to be as urgent as that of the "three R's" in this country.

Almost all the high schools are departments of public school systems. Only 478 out of 5,495 are disconnected from the lower grade schools, and these are generally

outside the centers of population. The richest development of higher public education was, of course, to be expected in the North, where educational spirit is strongest and racial feelings create no prejudice against higher education for the people. Out of the 5,495 high schools no fewer than 4,258 are in the North Atlantic States of Maine, New Hampshire, Vermont, Massachusetts, Connecticut, Rhode Island, New York, New Jersey, and Pennsylvania, and the North Central States of Ohio, Indiana, Illinois, Michigan, Wisconsin, Iowa, Missouri, North Dakota, South Dakota, Nebraska, and Kansas.

Out of a total of 476,227 high school scholars, 389,744 are in the states just enumerated. Of course, the density of population on the eastern seaboard and in the Middle states partly explains this preponderance of their high school scholars.

It should be noted that 58 per cent. of the pupils in public high schools are of the female sex, a fact which illustrates the advanced place taken by American women in education. The number of women teachers in the whole Republic is a still more impressive sign. Out of the total number of teachers, viz., 415,660, no fewer than 283,867 were females, or over 68 per cent. of the whole number. We shall see that the universities play an important part in the supply of teachers. And the need for this vast army of teachers appears from the fact that the total number of scholars enrolled in public schools in 1899 was 15,234,435, as against 1,503,927 enrolled in private and denominational schools of all kinds.

The libraries of the high schools contain 2,618,445 volumes. The value of the grounds, buildings, scientific apparatus, etc., of these high schools is returned at nearly £18,000,000, or \$89,096,912.

SUBJECTS TAUGHT IN HIGH SCHOOLS IN 1898-99.

Subjects.	Total Number of Scholars.	Males.	Females.
Latin.....	239,900	93,741	146,240
French.....	37,817	13,704	24,113
German.....	66,706	25,676	41,030
Algebra.....	271,887	114,627	157,260
Astronomy.....	15,848	5,896	9,952
Physics.....	96,213	41,050	55,163
Physiology.....	139,089	58,602	80,487
English Literature.....	198,836	78,913	119,863
Civics.....	104,637	44,147	60,490

Latin was taught in 4,706 of the 5,495 public high schools in 1898.

(To be continued.)

Machine-Made.

Some rather scathing remarks concerning educational methods, by Gerald Stanley Lee, in the current *Critic*, furnish excellent food for thought, especially as they come from one outside the ranks. Mr. Lee says that we have lived so long under the domination of the "cultured man must" theory of education—the industry of being well-informed has gained such headway with us, that out of all of the crowds of the civilized we prefer to live with to-day, one must go very far to find a cultivated man who has not violated himself in his knowledge, who has not given up his last chance at distinction—that is, his last chance to have his knowledge fit him closely and express him and belong to him.

The time was when knowledge was made to fit people like their clothes. But now that we have come to the point where we pride ourselves on educating people in rows and civilizing them in the bulk, "If a man has the privilege of being born by himself,—of beginning his life by himself it is as much as he can expect," says the typical Board of Education. The result is,—so far as his being educated is concerned—the average man looks back to his first birthday as his last chance of being treated as God made him—a special creation by himself.

* See Report of the Massachusetts State Board of Education 1898-9, pp. 502-509.

† Page 71, Return Cd. 568, of 1901.

The "Recitation" in European and American Schools.

By JOHN T. PRINCE, Agent of the Massachusetts State Board of Education.

The difference in aims and practices of education in the various countries is best shown in the character of what we call in America the *recitation*. In Germany the entire school day is divided into instruction periods (*Unterrichts Stunden*) of about fifty minutes each with a pause from five to fifteen minutes in length between every two recitations. No time is generally allowed in graded schools for "study" as we use the term. The time of the recitation is given either to instruction by the teacher in the form of lecture or explanation or to questioning for the purpose of ascertaining what the pupils know of the subject in hand. Sometimes the questions are given for purposes of instruction by what is called the "developing method." In all information subjects as geography, history, and nature study the teacher lectures for several minutes at a time, sometimes during the entire period. Close questioning by the teacher follows upon the substance of what has been thus given. The questions are usually such as test the pupils' grasp of the subject and induce a full expression. As the number of pupils in each class of graded schools is large—frequently over fifty—the difficulty of reaching all the pupils in individual recitations is apparent. Sometimes the difficulty is met by calling for written statements and sometimes concert answers are allowed, but generally one after another is called up either to explain what has been taught or to repeat what has been said.

In other continental schools the German plan of recitation is generally followed. In France, however, the recitation appears to be less formal and the questioning less severe than in Germany—especially in Northern Germany. Moreover the relation between teachers and pupils in recitation seems of a more friendly sort than in Germany.

In England the recitation or lessons, as they are called there, are more like those which are carried on in our own schools, where the periods are not so long as in the German schools and where there is more dependence in instruction upon books and less upon the teachers.

Comparing the two forms of recitation such as prevails in the German schools and such as is found in the best schools of America, we find certain positive advantages in each form. A complete oral presentation by the teacher of a subject in history, or geography, or science or a connected and complete demonstration in geometry is at once a model and an inspiration for the pupils. The rigid requirement for exactness in the reproduction by pupils of what has been given is a powerful means of stimulating close thinking as well as exact and accurate expression. On the other hand the friction of mind upon mind in the free expression of views, such as is encouraged in our best schools is calculated to induce a self-directed activity and independence of thought in a way not possible by the lecture and its reproduction. Moreover, the habit acquired of properly using text and reference books, which the American recitation induces ought to be a valuable aid to the young men and women when they leave the school. The incidental hygienic advantages of the shortened recitation and the favorable opportunities for study in school, which a division of the school or class permits, are considerations which ought not to be overlooked.

While all these advantages of the American plan of recitation are recognized as valuable, and while it is of great importance that the best features of that plan be retained, its possible disadvantages and dangers must not be lost sight of—those, for example, of breaking up the school day into two small portions, of rapidly passing from one subject to another, of too close dependence upon the text-book and of a lapsing into memoriter lesson hearing. A good standard for us would be to hold on to the best we have and to adopt such features of foreign practice as we see may be productive

of good; such, for example, as the best features of the oral or lecture method by which occasionally the teacher presents a subject clearly, comprehensively, and interestingly, with a view of having it reproduced by the pupils.

Debating in School-Room and Club.

The importance to young people of debating and learning to debate is becoming generally recognized—so much so that several of our most prominent universities have already established professorships in argumentation, and others have the advisability of following suit under serious consideration. The value of the debate, whether in the school-room or the debating club, depends largely upon the subjects selected for argument. The recent report of the Young Men's Christian Association educational department, from which the following list of subjects is taken, states that the most fruitful sources of good material for debate is found in the field of politics, economics, and industrial life. The topics are selected as the result of long practical experience.

Municipal Problems.

1. Resolved, That it is for the interests of good government that national party lines be discarded in municipal elections.
2. Resolved, That full executive power should be concentrated in the mayor of our cities, and that municipal offices should be largely under his appointment.
3. Resolved, That women who pay taxes should have the right to vote at municipal elections.
4. Resolved, That our municipalities should own and operate plants for supplying water, light, and street railway transportation.
5. Resolved, That department stores are a benefit to municipal communities.
6. Resolved, That improved housing of the poor should be undertaken by municipalities.
7. Resolved, That cities should furnish work for the unemployed in times of depression.

National Problems.

(a) Political.

8. Resolved, That party allegiance is preferable to independent political action in promoting national welfare.
9. Resolved, That there should be an educational qualification restricting the voting power to those able to read and write.
10. Resolved, That the present system of caucus and primary nomination ought to be abandoned.
11. Resolved, That the United States army should be permanently enlarged.
12. Resolved, That the best interests of the United States are opposed to the permanent control of the Philippines.
13. Resolved, That the civil service system should be extended to all departments of the government service.
14. Resolved, That the "spoils system" is a necessary evil attending democratic government.
15. Resolved, That Congress should impose further restriction on immigration.
16. Resolved, That the policy of excluding the Chinese from all our territory should be rigidly enforced.
17. Resolved, That the presidential term should be lengthened and a second term forbidden.
18. Resolved, That capital punishment should be abolished by federal enactment.

(b) Economic.

19. Resolved, That free trade should gradually come to be the ultimate policy for this country.
20. Resolved, That the American merchant marine should be granted subsidies.

21. Resolved, That a graduated income tax should be a part of our system of taxation.

22. Resolved, That a gold standard is the best economic policy for the United States.

23. Resolved, That a single tax on land would be better than the present system of taxation.

24. Resolved, That there should be complete commercial reciprocity between the United States and Canada.

25. Resolved, That the annexation of Cuba to the United States would be desirable.

(c) *Social and Industrial.*

26. Resolved, That the federal government should own and operate railroads and telegraph lines in the United States.

27. Resolved, That trusts and combinations tending to monopolize industries should be prohibited.

28. Resolved, That the government of each state should provide boards of arbitration, with compulsory powers, to settle disputes between employer and employees.

29. Resolved, That trades unions promote the best interests of the laboring man.

30. Resolved, That profit sharing, and co-operative methods generally, afford the most promising solution of the labor problem.

31. Resolved, That an eight-hour working day should be adopted by law.

32. Resolved, That for skilled labor the "piece-work" system is more equitable than day wages.

33. Resolved, That the improvement of factory conditions for the employed (so-called "prosperity-sharing") is more satisfactory than profit-sharing.

34. Resolved, That strikes more generally work harm than good to the wage-earner.

35. Resolved, That the army canteen tends to improve the moral welfare of our soldiers.

36. Resolved, That the legal prohibition of the manufacture and sale of spirituous liquors as a beverage is right in principle and can be efficiently enforced.

37. Resolved, That public highways should be maintained by criminal labor.

38. Resolved, That *punishment* should be a larger factor in determining conditions during imprisonment of criminals than *reform*.

International Problems.

39. Resolved, That a formal alliance between the United States and Great Britain, for the protection and advancement of common interests, would be expedient.

40. Resolved, That the United States should own and control the proposed inter-oceanic canal without promise of absolute neutrality in time of war.

41. Resolved, That England's course in South Africa has been justifiable.

42. Resolved, That there should be an international tribunal for the settlement of all disputes between nations.

43. Resolved, That the attitude of the United States toward China, in view of the Boxer uprising, is overlenient.

44. Resolved, That a vigorous enforcement of the Monroe Doctrine is desirable.

45. Resolved, That commercial reciprocity between the United States and the South American republics is desirable.

Special Municipal Problems.

(Suggested by Mr. H. B. Ames, of Montreal.)

Resolved, That in the interest of public health a municipality ought to have the power to enforce vaccination on all.

Resolved, That the capitalist who bribes, commits a greater sin than the municipal officer who takes it.

Resolved, That a city government is justified in licensing and controlling prostitution.

Resolved, That separate licenses for beer and wine without the right to sell distilled liquors would lessen the evil power of the saloon.

Resolved, That it is never justifiable, in a fight for good government, to break the election law, even tho the other side violates it.

Resolved, That detectives who assume fictitious characters to entrap evil doers should be employed in order that the ends of justice may be accomplished.

Resolved, That it is the proper function of a municipal administration to provide free amusements, such as theatrical entertainments, for the citizens.

Resolved, That municipal officers should be required to own property to hold office.

Resolved, That a bonded indebtedness of ten per cent. on the assumed valuation cannot be exceeded without detriment to municipal administration.



The Logic of Children's Mistakes.

By JULIE CAROLINE O'HARA, Ohio.

The world has been accustomed in the past to laugh at the mistakes of children. Not infrequently were the terms "dunce," "blockhead," and other amiable appellations applied to little ones when making an error, and they were reproached for their stupidity. But this state of affairs is of the past. Children's mistakes nowadays are not laid at the door of a weak intellect, but educators believe that they are indicative of the most stimulating thought. Rarely are the mistakes of a child foolish or unreasonable.

I have often found myself at fault in not having sufficiently simplified explanations, and I was only able to correct these false impressions by the mistake of some child which showed that doubts were probably lurking in the minds of all the others.

Primary teachers must reduce themselves to the lowest terms in dealing with little children. It is well to assume that the child knows nothing. Proceeding on that hypothesis we shall be able to reach the plane of every child in a large class.

As illustrations to show the train of reasoning sometimes pursued by the children I will cite a few cases out of many that have come under my observation.

The word "dandy" occurs in a selection where the woodpecker was dressed "just like a young dandy." In reply to my question as to what a dandy is, a child answered, "It is a little dog." Now, it was plain that he had known in his experience a little dog named "Dandy," and so the blunder was not a bad one after all.

Another child upon being asked what a cowslip is, replied, "It is a little cow."

Another when asked to tell what an umbrella was, explained that it was a slanting rag.

In the music lesson the answer given to the question, "Why is it called the G clef?" was, "Because we are in the G grade."

But a mistake for which I can find no possible clue is that of a little girl in my class whose mother asked her for her favorite song, and she called it "There's a Fish in the Glorious Sea," for "There's a Banner that Gracefully Floats on the Breeze." The connection of ideas here is too abstruse for solution, and the mistake is a perfectly unreasonable one. The child had probably been absent when the song was taught, and had caught the words by ear just as she had done the music.

One of the children inquired at the close of the year when they were to receive their "esqui-moshun cards" (promotion cards). These are simple cards stating that the child is advanced to the next higher grade. Not long before we had had a talk about the Eskimos, and the child had not forgotten their name at any rate, as was evident. These certificates of degrees taken in the primary room are also variously designated by the children as "cromotion cards," or "commotion cards."

Another mistake which is made naturally and constantly is, "Teacher, please may I get my recess?" referring to their apples or cakes or little mysterious packages of food concealed in the ante room, and possi-

bly from the fact that this session is the only time when it is legitimate to indulge in these dainties they deem them entitled to a more high-sounding name than "lunch." Sometimes I have heard them say, "Teacher, he took a bite of my recess," or "I left my recess out in the school-yard."

Even much older children frequently harbor in their minds surprising mistakes which we little suspect, and they, too, have tucked away in their minds their own system of reasoning which betrays itself by their very blunders. Here are a few mistakes made in perfect good faith without their having the slightest suspicion of being ridiculous.

"Rudimentary" the child spelled it "rudermentary," means, "more impolite."

"Parasite," means "to see."

"Parasite" means "prophet" (he was probably thinking of foresight).

"Pruning-knife is a knife to cut prunes."

Study these errors and you will discover that the child has thought it all out—wrongly, of course—and the mistakes are not as absurd as they appear.

What we most want is to penetrate, if possible, into the child's mind. A physician must know all the symptoms, must know what remedies have already been used, must know in every detail the state of the case before he attempts to administer to it. We teachers must know what material we have to work on. We must know what false impressions are already existing. This is ascertained in no better way than thru the mistakes made by the children.

Physiology Outlines.

By Supt. HENRY G. WILLIAMS, Marietta, Ohio.

Note to Teachers.—For fourth, fifth, and sixth grades. Give two lessons a week, allowing fifteen to twenty-five minutes a lesson. Use much of the work in physiology as the basis of language work. Lay particular stress upon the matter of hygiene. Use the blackboard freely in suggestive drawings and for questions. (Fifth grade course also includes all topics in fourth grade.)

I. The Body.

1. *Parts.*—Named and located; uses of parts.
2. *Organs.*—Defined; six systems of organs named and studied; distinguish between the framework, the covering, and the vital organs.
3. *Tissue.*—Defined and illustrated; kinds and uses.
4. *Cells.*—Defined, illustrated, and several kinds named and described; blood cells, muscle cells, brain cells, cells in the skin, etc.
5. *Composition.*—In an adult, about twelve gallons or ninety-six pounds of water, twenty pounds of albumen or gelatine, twelve pounds of mineral (the ashes) and ten pounds of fats with one-quarter pound of sugar.
 1. *Water.*—3-4 of the body; why so much water is necessary.
 2. *Albumin.*—The living parts of all cells; we eat about 4 1-2 ounces of albumin daily.
 3. *Fats and oils.*—Why necessary?
 4. *Starches and sugars.*—What they do for the body.

II. Foods.

1. *Define.*—Tell why necessary.
2. *Uses.*—To make body warm, and to make it strong.
3. *How Food "Burns" in the Body.*—How the bodily heat is produced.
4. *Sources of Food.*—Animal, vegetable, mineral. Name and describe the chief foods from each kingdom. For example, the various kinds of meats, and what called, and how obtained; the grains that are used as foods, etc.
5. *Kinds of Foods.*—1. Those that make heat.—Called also carbonaceous foods, as fats, oils, sugar, etc. 2. Those that make flesh.—Also called nitrogenous foods. Give examples and study each.
6. *Some Foods Studied.*—Milk—why a good food; kinds of milk; products of milk (butter, cream, cheese); eggs—of what composed, how prepared to eat, etc.; meats, various kinds, and how prepared for the table; oysters; vegetable foods; fruits, etc.

7. *How Foods Should be Prepared.*—Why cooking is generally necessary; three purposes of cooking foods; kinds of cooking best suited to different foods; why girls, and boys, too, should learn how to cook.

8. *Rules to Govern our Eating.*—Chew the food thoroly—why? Eat only well cooked food—why? Eat slowly why? Eat only at regular times—why? Children should be allowed to eat between meals, but it should usually be a light lunch and if possible always at regular times, and never just before a meal—why? Never eat when very warm, nor when excited, nor angry—why? Regulate your eating according to health, climate, season, occupation, age—why? The hygiene of foods and of eating should be thoroly taught.

III. Digestion.

1. *What food does for the body.*
2. *How food is changed to muscle, bone, blood, etc.*
3. *What Digestion Is.*—How various animals eat and digest their food; how plants and trees eat and digest; why our food must be digested.
4. *How We May Aid Digestion.*—By cooking our food; by observing the rules for eating, etc.
5. *What Takes Place in the Mouth.*—How to chew our food; the saliva and what it does; how to help the saliva do its work.
6. *The Teeth.*
 1. The kinds; uses of each kind.
 2. Sets; use of each set, and care of each.
 3. Structure.—Enamel, dentine, pulp, and cement; use of each part; the parts of the tooth—crown, neck, and fangs.
 4. Care of the teeth.—Tooth-picks, tooth-brushes, tobacco chewing, etc.
7. *Glands of the Mouth.*—Salivary; uses of the saliva; amount of saliva secreted daily; causes that increase the flow; that decrease the flow; importance of saliva; effect of tobacco upon the saliva and upon the glands.
8. *Stomach.*
 1. Location, shape, and size.
 2. Lining membrane and its glands.
 3. Motion of the stomach.—Why? Compare the human stomach with the stomach of the fowl; why this difference; use of the crop, the stomach, and the gizzard of the fowl; study also the stomach of the camel.
 4. Gastric juice and what it does; amount secreted daily; kind of food digested in the stomach; pepsin and peptone; chyme; absorption of the food directly into the blood.
9. *The Intestine.*
 1. The long part of the alimentary (food) canal, 25 feet long; describe the lining, glands, and juices, and what each does.
 2. Two parts—first, about 20 feet long, is a small tube about one inch in diameter; the last five feet of it is about twice as large.
 3. Fluids of the intestines.
 - a. Intestinal juice—what it does.
 - b. Pancreatic juice—what it does; what the pancreas is, and where; pancreatic juice digests all kinds of food and does the most of the work in digestion; hence, the pancreas should always be healthy.
 - c. Bile—Study the liver, what it does, where it is, what may injure the liver, effect of alcoholics upon it.
 4. *Movements.*—Forces the food onward, moving like a worm; mixes the juices with the chyle; a gradual onward motion of the milk-like food thru it.
 5. *The Liver.*—Its relation to good health; its main uses are to aid in digesting fats by making and sending bile to the intestine, and to remove poisonous substances from the blood. Importance of keeping the liver healthy.
10. *Diseases of the Digestive Organs.*
 1. *Indigestion.*—Causes; how to prevent; how to cure.
 2. *Biliousness.*—Liver does not produce enough bile; coated tongue, headache, loss of appetite, and a feeling of dullness are usually symptoms; in fevers a healthy liver will remove the poisons produced by the disease—or the poisons causing the fever.
 3. "Liver complaint."
 4. "Gin drinker's liver."

IV. Alcoholics and Narcotics.

1. *Alcoholics.*

1. Liquors containing alcohol.
2. What it is and how it is made. Fermentation—wines, cider, beer, etc. Harm in cider and wines—same kind of poison. Distillation.—Explanation of the process, and names of distilled liquors.
3. Its appearance, smell, how it burns, and other properties. Also its uses in making paints, perfumes, and other useful purposes to which it may be put.
4. The real nature of alcohol. That of a poison; not a food, not a proper drink; what a real drink should do for the body; what alcohol does for the body; a stimulant sometimes, and sometimes a narcotic; explain these two terms.
5. Why men drink strong drink. Various reasons, all mere excuses; the real reason must be because they like the sensation it produces better than they like to have healthy minds and bodies.
6. Effects.
 - a. Upon the mouth.—Why such drink creates thirst and does not satisfy it; unpleasant odors from the breath.
 - b. Upon the stomach.—Burns the coat or lining; causes ulcers; interferes with digestion; causes death.
 - c. Upon the intestine.—Very much the same effects, because the intestine is lined with the same kind of membrane.
 - d. Upon the liver.—Alcohol sends to the liver more poisons than it can take out of the blood, and often results in death.
 - e. Upon the heart.—Overworks it, and often causes heart disease; why it makes the heart beat more rapidly than it ought.
 - f. Upon the blood.—Poisons it, thins it, and makes injury and disease more dangerous.
 - g. Upon the brain.—Burns the albumen in the brain; makes the surface of the brain "blood-shot," like the drunkard's eyes and nose; interferes with the healthy activity of the brain—hence, with the power to think and act correctly.
 - h. Upon the nerves.—Explain how the nerves lose their power to detect danger—or to feel; and how they lose their power to control the muscles; how foolish and animal-like the drunken man becomes.
 - i. Upon the morals.—Ruins millions, dulls the conscience, causes crime, weakens the will, and makes the user beastly.

2. *Narcotics.*

Under this head discuss tobacco chiefly; the danger in using tobacco in any form, cigarettes in particular. Down with the cigarette habit, which ruins and even kills thousands of boys!

V. Circulation.

1. *Blood.*

1. What it is; what it does; of what composed.
2. Blood cells. Red cells and white cells described, and what they are for.
3. Plasma. What it is, and what it does.
4. Serum. Described; how to study each part of the blood.
5. How food is converted into blood; importance of blood.

2. *Blood Vessels.*

1. Arteries. Describe; show their position, use, size, kind of blood they carry, and what makes the blood flow thru the walls described. Why called arteries.
2. Capillaries. Arteries divide and subdivide until they become capillaries (hair-like). What takes place in the blood while in the capillaries. Causes of red eyes, red nose, and red cheeks of the habitual drinker.
3. Veins. Capillaries unite and re-unite until they become so large they are veins; what they do; kind of blood carried by them. Compare the veins to a system of rivers.

3. *Comparison of Circulation.*

1. Compare the circulation of the blood thru the body with the systems of water-works and sewerage of a city.
2. The large pipe from the reservoir is the aorta, the branches are the large arteries, etc.
3. The veins are the sewers and waste pipes.
4. Explain the change the water undergoes in purity; also the changes in the blood.

4. *The Heart.*

1. Description. Location, size, shape, parts, etc.
2. Chambers. Names, locations, and uses.
3. Valves. Locations and uses; study uses of a valve in a pump.
4. Motions or actions. Works like a pump; contracting and expanding; illustrate by the opening and closing of the fist.
5. Diseases of the heart. Fatty heart; palpitation; bicycle heart, etc.
6. Effect of excitement upon the heart.
7. Rapidity of heart-beats. Pulse; depends upon age, sex,

health, position—whether reclining, sitting, standing, walking, running, etc. Experiment by having the children count the number of pulse beats in a minute. Let some count while sitting, then have the same pupils count while standing, then while walking around the room, and note the difference.

5. *Pure Blood.*

1. What it is and what it can do.
2. Good food, well prepared, properly digested, and a healthy body are required to make pure blood. Necessity of exercise and pure air.
3. Where the impurities come from, how they get into the blood and how they may be got rid of.
4. How these poisons are taken in: the blood washed and made pure again; work of the lungs, liver, kidneys, and skin. The skin as the "third lung."
6. *How to Care for Cuts, Burns, Bleeding, etc.*
 1. How to tell whether an artery or vein is cut.
 2. How to bind a limb to stop the flow of blood.
 3. How to care for burns from fire or acids.
 4. How to stop bleeding of the nose, etc.
 5. How to heal a cut so as to keep disease germs out, etc.

VI. Respiration.

1. *Organs of Breathing.*

2. *Uses of the Breath.*—Inspiration and expiration.
3. *Air Passages.*—Wind-pipe, larynx, nostrils, etc.
4. *The Lungs.*

1. Description. Size, structure, location, "lights."
2. Air cells. Use, and how to keep them sound.
3. The diaphragm in connection with breathing.
4. Capacity of the lungs.—How to develop the chest; practical exercises; how to force impure air out of the lungs.
5. Importance of keeping the lungs healthy. Give them sufficient room; wear loose clothing, especially while growing, take exercise in open air; walk erect; stand and sit erect.
6. Diseases of the lungs.—Names and characteristics; causes.

5. *Ventilation.*

Importance of ventilation; how to ventilate.

VII. Ventilation, Heat, and Clothing.

1. *Ventilation.*

1. What it is.
2. Why we must ventilate our homes, our school-houses, our churches, etc.
3. How to ventilate—various ways; which are best; why?
4. Oxygen in the air. How to test the air of a room, and how to test expired air; how to test the air of a cellar or a well.
5. Carbonic acid gas. Dangerous; how it gets into air and how to get it out.
6. How to prevent foul air from sewers, cellars, gas jets, and lamps.
7. Amount of fresh air needed for each person in a room. How often it should be changed.

2. *Heat.*

1. Natural temperature of the body.
2. How this heat is produced.
3. Causes that lower this temperature; causes that raise it.
4. Causes of fevers; what they are; care in fevers, etc.
5. How to regulate the heat of the body.
6. Perspiration and its effects.
7. Temperature at which living rooms should be kept; also school-rooms, churches, and other public places.
8. Heat and ventilation of sleeping rooms at night.
9. Colds. What a cold is, its cause, how to cure, etc.

3. *Clothing.*

1. Why we clothe the body.
2. Clothing in very cold countries; in warm countries.
3. How clothing warms the body; clothing for winter; how clothing may keep the body cool.
4. Danger in cold feet; in damp feet; in wearing shoes and stockings after they have been water soaked; necessity of immediate change after the person stops work or activity.
5. Care in changing clothing to suit night air, wet weather, sudden changes in weather, changes in the season, etc.
6. Airing one's clothing—change of clothing night and morning; importance of baths.
7. Effect of alcohol on the temperature of the body.
(To be continued.)

How to Study the Reading Lesson.

By ELEANOR CAMERON, Iowa.

No matter what system of teaching primary reading is used, there come times when the child, in order to familiarize himself with the lesson, must take his book and study.

When the teacher has selected the difficult or new words, given special drill on them, and, perhaps, has taken the entire lesson from the blackboard, her next command in most cases is, "Take your readers and study the lesson on page fifty." Then, as a primary teacher has no time to waste, she usually satisfies herself that the children are at work and turns to her recitations.

If one's attention were placed on a class, after such an order had been given, a vast deal could be learned from the actions of the children as soon as they hear the familiar words, differing from day to day only in the number of the page. Little Mary, who will point, in spite of all the teacher's efforts, instantly places the "pointer" finger under the first word and proceeds to "say off" the lesson in a halting, disconnected way depending on the progress of the finger.

The expressionless reader mechanically pronounces the words in a lesson with his mind on yesterday's game of marbles. Another child who "repeats" a great deal, is found to be saying each word several times over in the belief that she is learning her lesson.

In the front seat sits the little boy with the verbal memory. Every one has seen him. He reads a sentence, lifts his eyes from his book, and deliberately says the lesson "by heart," as he expresses it. A few children, usually those who read well, really study the lesson over *carefully*, but these are exceptions "few and far between."

Teaching to Study.

Those who really need to study must be trained to do it—just as surely as they need to be taught and trained to read. When one considers the large number of students who enter the high schools and even the colleges ignorant of the quickest and best way to study, this is by no means an unimportant part of the primary teacher's work.

Wherein does the objection to the above order lie? The answer to this question is found in numbers of educational books. It reads, "Never ask vague or general questions." Why not apply this to orders also? Every one is happier and more sure of success if he knows just what he is expected to do and has definite ideas as to his method of work. Why not give even primary children the benefit of a definite purpose?

Granting this to be true, the next question is, "What shall be given the children to do?" In order to solve this problem successfully, the primary teacher must study her classes as closely as the skilful doctor examines his patient in making his diagnosis of a case.

Not all classes are alike, as every one knows. Sometimes an entire class will be slow in pronouncing words or, again, a class will be composed of children who read with poor expression. The first class needs drill on the words in the lesson, while the efforts of the other must be directed in such a way as to bring out the reality of the lesson story. For impressing words on the child's mind the pencil is of great assistance, but in the other, the skill and ingenuity of the teacher is taxed to the fullest extent. It seems to be well that the teacher make this distinction and keep her purpose in mind as she assigns her preparation work from day to day.

For pencil work the following suggestions, some new and some old—may be found to be of service:

1. Copy all the names of things in the lesson and draw a line under each one.

2. Copy all the names of things in the lesson and draw the picture of each one after or below it.

3. Copy the lesson, putting in the pictures instead of the nouns. (Good for thought work.)

4. Copy all words of one part—two parts. (Part means syllable.)

5. Copy all words ending in a certain letter as d, e, ed, er, etc.

6. Copy every word containing a certain letter as e, a, t, etc.

7. Copy all statements or questions in the lesson. (Good for thought work.)

8. Copy all words which tell what was said.

9. Copy names of persons mentioned in the lesson and the word that tells what each did, as—"Mary ran."

10. Print or write the difficult or new words any desired number of times.

11. Copy the sentences containing the new or difficult word or words.

12. Copy all of the words in the lesson that contain the new letter learned in the writing lesson.

13. Teacher prepares questions to bring out the main points in the lesson. Child answers questions in writing, either in his own words or in the words of the book.

14. In studying a poem copy the words that rhyme placing one under the other.

15. Draw one or more pictures illustrating all or a part of the lesson.

16. Read the lesson and close books. Write it from memory.

17. Use certain phrases selected by the teacher in an original sentence or else copy the sentences from the book which contains them, as "on the hill," "in the house," "a red book," etc.

18. Teacher selects a list of words and writes them promiscuously on the board. Child finds and copies from the book the sentences containing them, taking the words just as they come on the blackboard.

19. Write in columns, all words in the lesson that contain one consonant; two consonants. Same with vowels.

20. Same with words that end in one or two consonants.

21. Pick out all of the sentences with quotation marks and copy on slate or paper.

22. Copy every sentence containing or beginning with the pronoun *I*. Same with *he*, *she*, *we*, or *they*.

23. Copy from the lesson all words that contain three letters, two letters, four, etc.

24. Copy first page or any desired number of paragraphs or sentences.

25. Copy certain number of sentences on slate and draw a line under words of one or two syllables.

26. Write or make with split peas, lentils, corn, etc., the new word just as many times as it occurs in the lesson.

27. Arrange words of lesson in alphabetical order. The same may be done with a list of words selected by the teacher and placed on the board.

28. Teacher copies on the board certain long or difficult sentences omitting several of the most difficult or emphatic words. Pupils copy sentences and supply the missing words.

29. Pupils copy in columns all words that mean one or more than one thing.

30. Copy all words beginning with a capital letter.



A GENERAL OUTLINE OF PEDAGOGY.—A *Working Manual*. By Ruric N. Roark, Ph. D., Lexington, Ky.

This is an outline of thirty-nine printed pages, each followed by two blank pages of interleaving, for note-taking. It gives in small compass a bird's-eye view of pedagogy, including excellent bibliographies on selected topics. In fact, the bibliographies are, for the general reader, probably the most valuable portion of the book; for the outline itself is so peculiarly the method of the author that it is doubtful whether anyone else could employ it with equal success.

J. S. TAYLOR.

The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

WEEK ENDING MARCH 15, 1902.

Tributes to Colonel Parker.

All that is earthly of Col. Francis W. Parker has been laid to rest with impressively simple ceremony. The words spoken at the funeral services by Pres. William R. Harper, of Chicago university, recounted in a plain form some of the traits of character of the departed prophet of the new education. Dr. Harper said:

"Many lives contain tragedies greater and sadder than the tragedy which marks the end; but in the life that has just closed, so far as I know it, the greatest tragedy has been that in which it ended.

The life of our friend was never a smooth one, as lives go. With his temperament it could not have been expected to be smooth; but on the other hand, it was not an unhappy life, nor was it one devoid of meaning to himself and to his friends. Few men probably have found greater satisfaction in life, for it was his determined purpose to make of it as much as possible—a purpose the execution of which assisted many and injured none.

"The Colonel's life was a varied one. As soldier, student, teacher; as leader, administrator, and thinker, he filled at various times positions of high responsibility. There was a certain brusqueness in his voice and manner which some, perhaps, did not understand, and with which they were not in sympathy; but even those who were in the outer circle of his acquaintanceship knew that these were only an external physical expression which did not represent his heart.

"To me he seems to have been rather a prophet than a philosopher. The courage and the strength which he expended in fighting for the highest ideals of educational work, against opposition and in the midst of difficulties, marked the prophetic character. His singleness of purpose and his devotion to the cause he held so dear were most striking, but to those who knew him they were only natural. His mind was alert and always vigorous, widely interested and full of vision. His greatest strength lay in the wonderful power given him to sympathize with others; to enter into and to appreciate the experiences of others than himself.

"His love for children was extraordinary, and this single factor controlled his thinking and his life. Nor was it love for children in the abstract. The satisfaction with which he studied the growth and development of a particular child, the interest manifested in each individual, were the truest expression of the joy and gladness which seemed to fill his soul in its close communion with child-life. These, at all events, were some of the strong peculiarities of this, our friend, who has been taken from us.

"I can see him now, as he sits with his hands crossed, listening with supreme delight to the expressions of child thought, one following the other, each illustrating some phase of the child nature. I can hear him now, speaking strongly and enthusiastically of the possibilities of child work; of the greatness and nobility of the profession of child culture. And I remember how, during the last months, his whole soul seemed to be centered on the thought and the conception of the buildings for the School of Education. How he waited, so long and so patiently; always ready to sacrifice the present for the sake of a higher ideal to be realized in the future.

"He was a man of superb idealism, unmindful of the present provided that there seemed to be promise of a greater future; never moved by motives of expediency, but holding out before himself as well as those associated

with him, a high and splendid ideal towards the realization of which he made the most earnest effort; and in this is found the tragedy of the situation.

"It was the realization of his most extravagant hopes when a broad-minded woman came to his assistance and placed within his reach the means with which to carry out his long cherished plans. How unexpected, how generous; what possibilities it furnished! And then came the union with the University, which, to him, signified broader lines and still greater possibilities. The building-plans revised and enlarged—his interest in it all, and his devotion to it all; thru these months,—the tender and sympathetic regard of the old trustees, every care being taken to secure for him and his work the most favorable environment; and at the same time his peculiar and deep appreciation of the favor and courtesy thus extended to him; and now he is gone, while the work is hardly begun. Three more years, and he could have died in peace, with all his efforts rewarded, his ideas formulated, himself seeing the walls of the magnificent group of buildings which are to be the outgrowth of his thinking and his work. Could anything be more sad? And yet he turned the soil for these buildings last June, and he spoke the first words uttered upon the grounds of the great school which thru all the years will bear the stamp of his influence. Could he have known that day what was to be, how even more solemn and significant that occasion would have seemed."

Colonel Parker's labors for the American common school will be written with letters of gold upon the pages of history. There is hardly a primary school-room in the country where his influence is not felt. The best work done in the public schools of Chicago—and there it is most strikingly exemplified—owes both the inspiration that brought it into being and the encouragement that kept it alive in spite of all the assaults of reactionists and obscuranti, to the valiant reformer who has passed away. From the Atlantic to the Pacific, and beyond in the Philippines and Hawaii, the new education has its enthusiastic disciples. The glory of the most efficient schools is that their teachers drank from the fountains of educational life opened by the great seer.

That this is recognized at least by the broadest minds among our educational leaders was made unmistakably clear at the Silver Anniversary two years ago. Still more emphatic are the expressions of opinion received in the past few days, a number of the most important of which will be published in the special Parker memorial number planned by THE SCHOOL JOURNAL for the week ending April 5. The small souls weighted down with the fetters of prejudices, conceits, and instruments for currying the favor of persons in high office, that take delight in belittling the efforts of those to whom life means more than meat, may learn at least the wisdom of silence when they read the conservative, philosophic estimate which United States Commissioner William T. Harris places as a wreath upon Colonel Parker's grave. He writes:

I received the announcement of the death of Colonel Parker with deep sorrow. For more than twenty years I have regarded him as an educational hero devoted enthusiastically to the improvement of methods of teaching and management of the elementary schools. His mind was very fertile in resources and he could discover better than any one else the best devices with which to secure self activity on the part of the pupils. He could help other teachers to make teaching a work of art. Thousands have been able to lay aside those methods which make the labor of the school-room a piece of drudgery and make their daily work a constant joy to themselves and to their pupils. Children learned how to bring to the study of their lessons all that they had learned by experience and how to interpret that experience by the principles which they learned to know thru their school lessons.

Colonel Parker impressed one by his noble and friendly attitude. His constant endeavor was to improve methods and appliances and make them better than they are. Few persons could see him without catching some inspiration from his en-

thusiasm. I think that tens of thousands of teachers throughout the United States thought of him almost from day to day with gratitude for something that they had received from him that made life better worth living. On account of his personal character he will not merely be remembered as a great reformer in education, but his death will be mourned by those who remember his life with affection. His good work will live on and bless generations of children yet to come. It will make the work of teaching less a matter of drudgery for teacher and pupil; more that of an artist on the one hand and that of enthusiastic discipleship on the other.

And this is what Pres. Nicholas Murray Butler, of Columbia university, writes:

I am shocked beyond expression at the news of the death of Colonel Parker, a friend of many years, and one whose strong, virile personality had won its way deep into the hearts of thousands of the men and women of America. The whole history of American education has never seen purer idealism or more sincere devotion than Colonel Parker's. He believed in democracy with all the fervor of his nature, and his love for the child and childhood knew no limits. As a great inspiring force who was impatient of artificial trammels and of formulas when life and spirit were at stake, he has had no equal in our public school service. His heroism in the school-room will be vividly remembered long after his unselfish service to his country on the field of battle has faded into history. His death is, to me, a deep personal loss, and I sympathize profoundly with his friends and associates of many years, who have labored with him for as lofty an ideal as has ever been conceived by the human mind, namely, the ideal of a free and educated democracy.

The daily papers of New York, Boston, and elsewhere outside of Chicago and neighborhood failed, it is true, to render homage to the memory of Colonel Parker, but that, as we have already stated, must be ascribed rather to ignorance and shortsightedness than to an intelligent opinion of the departed leader's worth. We are informed that the *American Review of Reviews* for April will contain an illustrated article, and the *Forum* for May will print a careful professional estimate of Colonel Parker. It is encouraging also to read the following in the editorial columns of the *Milwaukee Sentinel*:

In the death of Francis Wayland Parker the cause of educational reform in this country loses its most picturesque propagandist. To a rare degree this idolized champion of childhood combined the uncompromising aggressiveness of a born fighter with the emotional persuasiveness of a seer. He was an iconoclast of formalism and a worshipper of freedom. All rule and rote; the mechanized pedantry of scholasticism were no more abhorrent to Colonel Parker than the love of conventional order and of traditional learning. His incessant, clamorous, unyielding demand was for freedom; freedom of the teacher from "regulation," and of the pupil from "discipline"—using these terms in their accepted pedagogic sense.

In this regard it has been claimed that Colonel Parker lacked perspective and proportion. His methods were revolutionary rather than evolutionary. He also lacked constructive and, even more, executive capacity. As a destructive critic, as an emotional propagandist, his peer has perhaps never been known in educational history.

But little short of two years ago Colonel Parker reached the zenith of public and professional appreciation, when the occasion of the twenty-fifth anniversary of his election as superintendent of schools in Quincy, Mass., was celebrated in the old presidential town by as rare a gathering of progressive educators as ever gathered to honor a teacher, and all signs then seemed to point to at least a decade of fruitful activity in the practical demonstration of the practicability of the colonel's theories, doctrines, and methods. But it soon became apparent to those having most intimate and sympathetic insight into their master's character that he was beginning to lose his grasp of affairs and his grip on himself. At first the decline seemed merely physical, but since the beginning of the current school year evidences of mental decadence became more and more painfully evident. Death came in timely mercy.

Francis Wayland Parker would not have us mourn him. But those who came under his inspiring, his vitalizing influence, must. We shall not go amiss in anticipating that his memory will be enshrined with that other devoted dreamer and yearning lover of childhood—Friederich Froebel.

It has been suggested that a special memorial edition of the famous "Talks on Teaching" be issued, a book which, as Dr. Harris expressively characterized it, is "as gold." The publishers have consented to add to the present contents a biography and testimonies to the author's achievements by the educational leaders of the nation. As a further expression of their desire to do honor to the memory of Colonel Parker the publishers will dedicate a part of the proceeds of the sale to a fund for a fitting and lasting monument, the fund to be administered by a special committee of educators whose names will be announced soon. The progress of this plan will be reported in these columns from week to week.

The Convention at Chicago.

(Continued from last week.)

Prin. Arnold Tompkins, of the Chicago normal school, spoke on "Altruism as a Law of Education." Self-realization, he argued, and not self-preservation, is the highest law of human life and of education. Altruism he defined as complete self-forgetfulness for the good of another or others. There is no royal road to self-realization except thru self-sacrifice.

Training of Teachers.

"The Ideal Normal School" was the topic presented by Prof. W. H. Payne, of the University of Michigan. He took a high, but ultra-conservative view of the problems involved in the training of teachers, insisting—with justice—upon the importance of strengthening teachers in the qualifications that make for moral character and moral leadership, but rather underrating the modern demands for scholarship. No doubt our normal schools, in their eagerness to meet the new requirements as regards intellectual qualifications of a non-professional character, have too much neglected the higher purpose of the teacher's office. Perhaps such reactionary utterances are particularly timely to lead normal school teachers to reflect upon the mistakes of over-emphasis and dissipation of effort in the direction of developing cyclopedic qualities. At any rate the address contained much wholesome thought and laid stress upon first principles in the preparation of teachers.

Supt. J. M. Greenwood took vigorous issue with Dr. Payne as regards the need of specialists in normal schools. His conviction was that the great defect of normal schools is lack of teachers possessing scholarship and the power of inspiration. Hence he thoroly believed in the employment of specialists who could arouse in the students deep and growing interests in worthy pursuits going beyond the narrow confines of the curriculum. The teacher who has never come in contact with a specialist in the years of preparation has suffered a distinct loss for which no amount of self-instruction can compensate.

State Supt. Frank L. Jones, of Indiana, said that the public has not yet learned the need of special preparation for teaching. He showed from statistics covering more than ten states that over one-half of the teachers employed had had no other preparation than an elementary school course. Upon the normal schools devolves the duty of furnishing higher state standards of professional qualification.

Supt. R. G. Boone, of Cincinnati, agreed with Dr. Payne in recognizing the danger of working away from wholeness of culture toward specific pursuit of individual studies. The graduates of normal schools have often lacked breadth of view because their trainers kept them too much at the small things and failed to give them a comprehensive grasp of educational problems.

(To be concluded next week.)

A Great Teacher's Apology.

Prof. John Henry Thayer was one of the great teachers of whom New England is justly proud. Every student who attended his classes at Andover seminary carried away something of the impress of this man. One testimony to his greatness appeared recently in the *Congregationalist*. It refers to an incident which may well serve as a text for somber reflection to every teacher.

A mature student who had been somewhat careless in his translation of a Greek sentence was sharply rebuked by Professor Thayer in these words: "If I were teaching a boy in yonder academy his second term of Greek and he should make such a translation as that, I would send him from the room, and should be glad to send him supperless to bed." The student indignantly left the room. He had been principal of a New England academy for two years, and had been quite successful in fitting boys for college in Greek. About a week later, the professor knocked at the door of the student's room. To the genial response "Boil in," he entered, and began without further ceremony, "I have missed you from my classes." The student replied that he was planning to go to some other seminary. Then Professor Thayer said in words never to be forgotten, "Before you go, Mr.

I want you to do me a favor. I came to you, rather than ask you to come to me, in order to request you to accept my apology for my sharp words in the class-room. Now I have to ask this further favor that before you go you will visit the class once more in order to give me the opportunity in your presence and before the whole class to make this apology as public as was the insult." The voice of this grand heart made the student feel "that there was no hole small enough to hide him," and he stammered something of absolute refusal to permit the class to hear a word of apology from his noble professor. If any apology was to be made to the class it was for him to do it and for "abusing by neglect the choicest opportunity any theological seminary in America offered to learn to study New Testament Greek." The student further humbly begged permission to re-enter the class. Friendly relations were thus re-established.

Small minds may be able to produce an abundance of reasons why they must never be seen by children without their halo of infallibility. Big teachers can afford to be regarded as human and capable of mistakes.

The Typhoid Bucket.

The problem of proper water supply to the children at school is a most important one. Lack of care in this matter has resulted in serious disease. Many city and village schools sin by keeping the water in an uncovered bucket filled in the morning and kept in the school-room all day. In country schools, far removed from the high-roads of civilization, the "old oaken bucket" still continues its nefarious business. Strange that there are still so many teachers so absolutely ignorant in the most elementary matters of hygiene. Examiners have been somewhat lax in issuing certificates to people ignorant in matters concerning the health of children. Physiology and hygiene should be regarded as essential subjects.

Readers may be interested in the following paraphrase on "The Old Oaken Bucket," which was written by J. C. Bayliss, then president of the New York city board of health. It bears upon the point we have in mind.

With what anguish of mind I remember my childhood,
Recalled in the light of a knowledge since gained,
The malarious farm, the wet fungus-grown wildwood,
The chills then contracted that since have remained;
The scum-covered duck-pond, the pig-sty close by it,
The ditch where the sour-smelling house drainage fell,
The damp, shaded dwelling, the foul barnyard nigh it—
But worse than all else was that terrible well,
And the old oaken bucket, the mold-crusted bucket,
The moss-covered bucket that hung in the well.

Just think of it! Moss on the vessel that lifted
The water I drank in the days called to mind;

Ere I knew what professors and scientists gifted
In the waters of wells by analysis find;
The rotting wood fiber, the oxide of iron,
The algae, the frog of unusual size,
The water, impure as the verses of Byron,
Are things I remember with tears in my eyes.

Oh, had I but realized in time to avoid them—
The dangers that lurked in that pestilent draught—
I'd have tested for organic germs and destroyed them
With potassic permanganate ere I had quaffed.
Or perchance I'd have boiled it and afterward strained it
Thru filters of charcoal and gravel combined;
Or, after distilling, condensed, and regained it
In potable form, with its filth left behind.

How little I knew of the enteric fever
Which lurked in the water I ventured to drink,
But since I've become a devoted believer
In the teachings of science, I shudder to think.
And now, far removed from the scenes I'm describing,
The story for warning to others I tell.
As memory reverts to my youthful imbibing
And I gag at the thought of that horrible well,
And the old oaken bucket, the fungus-grown bucket—
In fact, the slop bucket—that hung in the well.

The Baldwin-Zeigler Arctic expedition, which left Tromsø July 16, 1901, has been heard from. Letters have reached Copenhagen from the Danes who accompanied the party. The vessels reached Franz Josef Land in safety. The America was to winter here, and then proceed northward until stopped by the ice, when the party on board would start for the north pole. Mr. Baldwin hoped the America would reach 82 degrees north.

At the public meeting held in Carnegie hall, March 5, in the interests of Hampton and Tuskegee institutes, Robert C. Ogden, president of the Southern Educational Association, made a plea for an endowment fund of \$2,000,000 for the institution. Other speakers were Bishop Potter, Principal Frissell, of the Hampton institute, and Booker T. Washington. Of the work accomplished in Tuskegee, the latter said in part:

Beginning in poverty, with no property, the Tuskegee institute has now acquired 2,300 acres of land and fifty-two buildings. There are 1,200 students from twenty-eight states, under eighty-six instructors. In addition to training in religious and academic branches, we give instruction in twenty-eight industries, all of which are in great demand in the South, and in which our students obtain immediate employment. We must learn to judge the negro more and more by the best types the race can produce, and not by the worst. More emphasis must be placed on those of the race who are buying homes and becoming taxpayers than upon those who are in the jails and penitentiaries. It is not the negro who has been properly trained in hand, head, and heart who commits crimes, but the ignorant, shiftless negro who has no education or occupation.

At the first annual meeting of the trustees of Andrew Carnegie's bequest of \$10,000,000 to the Scottish universities, recently held in London, it was reported that 2,441 students were assisted, at a cost of £22,941, for the winter season of 1901-1902. The trustees had received ample proofs that the payment of fees had proved to be a great boon to many deserving students. Two fees have already been returned by assisted students. One student was the recipient of an unexpected legacy, and another won a scholarship.

The census office has been made a permanent bureau. Of the 1,700 census clerks now employed 1,000 will be retained. Those released will be gradually absorbed into the other executive departments. Governor Merriam will be reappointed director of the census.

Bills to admit Arizona, New Mexico, and Oklahoma to statehood were favorably reported on by the House committee on territories, Feb. 21.

The Educational Outlook.

State Summer Schools for Teachers.

The state superintendent of education in South Carolina, Mr. John J. McMahan, has just sent his annual report to the legislature. This young and enthusiastic educator, during his three years in office, has attempted lines of investigation and progressive action that promise much for the school interests of the state. At least, one cannot be conversant with current school discussions in South Carolina without recognizing that this is a pioneer period in some important directions.

Superintendent McMahan's two annual reports (1900 and 1901) give detailed information regarding an educational experiment which he has conducted during these two years. Looked at casually it does not seem to be much of an "experiment" after all, being merely the giving of the conduct of the state summer school for negro teachers wholly into the hands of white instructors chosen from among the leading public school men of the state. When the reasons for the action are clearly seen, this "temporary innovation for a particular purpose" gains a character that is perhaps neither temporary nor purely local in its interest. The innovation was at first intended to be for one year, but was continued a second year "in order to get the full benefit of the results aimed at."

It is the policy of South Carolina to hold annually, for about a month, two state summer schools (for white and negro teachers) and afterwards to extend the work thru local summer schools in the various counties. The negro schools for teachers have usually been managed and taught by persons of the colored race, or by white people directly engaged in negro education.

In announcing his reasons for the "temporary innovation," Mr. McMahan says (Report of 1900):

The Peabody fund, so worthily administered by Dr. Curry, has given us during the year \$2,200 for teachers' institutes. It was an implied condition that the negroes would be given half the benefit of this sum. The negroes' share of this Peabody appropriation has been practically the only money expended upon the summer schools for negro teachers. Good faith with the Peabody board and Dr. Curry, if no other consideration, demands that this money.....shall be spent so as to afford to the negro teachers the best possible instruction. Last year, following the practice in South Carolina, I appointed only negro instructors to conduct these summer schools. But I found it very difficult to obtain accurate and satisfactory information as to those best qualified to instruct in these schools.....and still more difficult to gauge the instructors' standards and reach a satisfactory conclusion as to the work that had really been done.....In order, therefore, to obtain what I should know to be reliable information.....I resolved to hold one strong central school for negro teachers in the exclusive charge of white instructors such as I have indicated [that is, men chosen from the best educators of the state, who know the standards of education in South Carolina, and could apply the tests to negro teachers] and to urge all negro teachers who have any aspirations to be summer school instructors in the future to attend this school and make their qualifications known to this faculty of experts.

I knew that this plan would meet the condemnation of some white people from misunderstanding and prejudice, and would be even more deeply resented by many negroes, as derogatory to the fitness of the teachers of their race. Some look upon the negroes' share of the summer school money as a *bonus* which should be distributed to them. Hence, some negro teachers, aspiring to the compensation as well as the honor of conducting summer schools, would look jealously upon the diversion of this money to white instructors.

Nevertheless the plan was carried out.

As a first step toward this end Mr. McMahan sent (May 10, 1900), a "rather personal letter" inviting certain white teachers of this state to be instructors in this school.

In this letter he said:

We have in this state such a divorce of negro schools from white schools that very few of the county superintendents pay any attention to the work in the negro schools, and some city

superintendents leave the supervision of the negro schools to the negro principals.....I want to know what the negro teachers are able to do.....The whole question of negro education is such a tremendous problem, and my duty to study it intelligently is so clear to me, that I am not willing to continue the policy of simply spending a certain amount of money on the negroes without serious regard to results. It is for this reason that I shall appeal to four or five of the foremost educators of the state to consent to take charge this year of a state summer school for negroes, with a view to studying this problem for me and with me.

I recognize that in our state the practice of leaving the negroes to themselves is such that instructors will not enjoy the thought of teaching a negro school. And yet I hope you will see a duty in this proposed assignment, and recognize the honor and distinction of being selected for this work which has all the moral elements of missionary work and the element also of scientific investigation.

It was at first thought that the school should be held at the State College for Negroes at Orangeburg, but Benedict college, Columbia, a Baptist missionary school taught by white instructors, was finally fixed upon as the location. The session of 1900 lasted from August 15 to September 11, and was under the charge of the following instructors: Supt. E. L. Hughes, of Greenville, who was also chairman of the faculty; Prof. A. G. Rembert, of Wofford college; Supt. W. H. Hand, of Chester, Supt. Frank Evans, of Spartanburg.

In his general report to Mr. McMahan, Superintendent Hughes said, "We regarded the work as an opportunity and a privilege, and we are of the opinion still."

The expectation that there would be opposition to the school was justified. Mr. McMahan says (Report of 1900):

The school was a success. Yet the attendance was not nearly so large as it should have been, owing to the opposition of a certain class of negro preacher politicians who wish negro equality recognized. These were encouraged in their denunciations by some white political criticism, which, however, was based upon a very different theory,—that good instruction is the very thing we do not want the negro to have.

Seventy-five of the colored teachers of South Carolina were enrolled as students in this summer school. The average daily attendance was fifty, and "all the instructors were pleased with the diligence, attention, and unusual intelligence of those in attendance." At the end of the session the faculty recommended eighteen of the students as "in their judgment suitable for instructors in summer schools."

The state summer school of 1900 not having accomplished fully the results aimed at, the same plan was tried again in 1901. The session was again held at Benedict college, and lasted from June 20 to July 17. Six instructors were engaged: Supt. S. H. Edmunds, of Sumter, who was made principal of the school; Supt. E. C. Coker, of Marion; Supt. L. T. Baker, of Lancaster; Prof. D. D. Wallace, of Wofford college; Miss Elizabeth M. Getz, supervisor of drawing in the Charleston schools; Mrs. T. M. Johnson, teacher of manual training.

The opposition to the plan had evidently lessened, for in this second session nearly 200 teachers were enrolled as students. At the close of the session 140 of these remained for examinations and were classified into sections as follows: 15 poor; 59 fair; 46 good; 20 excellent. Twenty-five of the attending students were also recommended by the faculty "as fitted to teach in the county normal schools for the negro race."

In addition to the general report given by the principal of the summer school, each instructor sent to Mr. McMahan a report of his department. A few sentences from the reports of the teachers of history in the two sessions may be of general interest.

Superintendent Hand, teacher of history for the session of 1900, writes:

Five hours a week were given to the study of American history.....It was thought proper and advisable to deal somewhat fully with the negro himself in the history of this coun-

try. This was done candidly and freely; no attempt was made at colorless platitudes; facts were handled as facts; but it must not be understood that all this was done unsympathetically. The Fifteenth Amendment to the Constitution, with its consequences, the unpreparedness of the negro to use the ballot to his own best interest, his misuse of it, the antagonism between Southern whites and Southern blacks,—were discussed in the very best spirit.....The teachers were never asked to take the opinion of the instructor, but were urged to investigate for themselves. The leading teachers present showed a familiarity with the subject, a breadth of view, and a willingness to investigate, that should be very gratifying to all who are interested in negro education.....These men and women deserve the hearty support of the responsible element of the whites; they often fail to receive the proper recognition and support at the hands of their own race."

The instructor in history for the session of 1901 was Professor Wallace, of Wofford college. In his report he says:

I was surprised and pleased at the docility and openness of mind displayed. Teaching American history faithfully to negroes is a difficult task for a white man. Nothing can make it possible but resolutely facing the truth, and breadth, and charity of view.....South Carolina history was studied from 1670 to 1831.....The negro in American history was treated more fully and candidly even than in United States school history. The fact that the negro's labor has done so much to develop the South, and that his civilization was the outcome of his slavery, came out strongly in studying certain phases of the history of our state.....The fact that under an elective system only about forty out of nearly two hundred teachers chose American history, shows to my mind that among these particular negroes, at least, there is a turning from history. I attribute this to (1) the difficulty of the subject, (2) the unpleasantness of some phases of American history to the negro.

The announcements for the state summer school for negro teachers for 1902 have not yet been made.

In his general report of the session of 1901, sent to the state superintendent, Mr. Edmunds, the principal says:

In conclusion, as all the objects which you had in view when you appointed the white instructors have been accomplished.....I respectfully recommend that hereafter the faculty of this school be composed of men and women of the negro race.

Professor Wallace, the instructor in history for 1901, says, however, in his special report:

It would not be just permanently to deprive the best negro teachers of leadership in their state institute; yet I think that for a few years more white leadership would be best.Mutual understanding, respect, and charity between the races can be advanced by this practice.

As is natural, some criticism of the work of these summer schools is still to be heard. But whatever the experiment may have lacked, and whatever may be the policy adopted for the future, it seems evident that the "temporary innovation" of Superintendent McMahan has contributed something towards an intelligent understanding of school conditions, and the eventual harmonization of racial school interests in South Carolina.

South Carolina.

MARY H. LEONARD.

Co-education at Chicago.

Chicago university is pretty much excited over the question of co-education or non-co-education. In his class in sociology, the other day, Dean George E. Vincent passed around papers asking the students to write their opinions on the following proposition: "What do you think of the plan to separate the sexes of the undergraduate body by putting all the women on one side of the campus, with their separate recitation-rooms and dormitories, and all the men on the other side with their separate buildings?"

Every young woman expressed herself as strongly against the plan, while very many thought it would be a good move. The young women were generally of the opinion that such a move would dash to the ground the hopes of college girls to be on an educational footing with men.

Is President Eliot Yellow?

President Eliot had this to say about New York. "As I have gone about New York these three past days I have been inspired with the ugliness and squalor of the whole thing. The rich people driving out for pleasure in Fifth avenue, that is the most hideous thing of all. I cannot think of any one counting that a pleasure. Now, at Harvard we are teaching things that may bring back pleasure to life here, landscape gardening for instance."

Now we think that is hardly up to what might properly be expected of President Eliot. It is cheap utterance against the rich. Now who are the rich? Why compared with two thirds of Boston, President Eliot is rich, and undoubtedly many a man seeing him drive out in Cambridge has been moved with envy.

Why cannot rich people get any pleasure by driving in sleighs as well as those not rich? This is a corundrum we would like him to ask his students when he gets back. We will guarantee those students are all thinking of the time when they shall get rich, and when they see the procession go by they do not think it "hideous" at all.

Now what keeps Harvard going? Is it the poor men? No it is the rich men; and we should not wonder at all whether President Eliot had not come to New York to pay a visit to Carnegie or Rockefeller. Would he refuse a million from those "hideous things"? We do not think he talked sound philosophy at all.

The Changed Attitude.

No remark is more common than "What a change has taken place in education." This refers to the past twenty-five years, and among these changes is the attitude of leading teachers towards the publications used in schools. While the courses of study have not changed so greatly the presentation of them have changed. Most of the books now used have been prepared by practical teachers—a very important matter.

But a point that strikes our attention forcibly is the attention the reading and leading teachers bestow on the description of text-books in a paper like THE SCHOOL JOURNAL. An agent of a large publishing house in the West recently said, "I find your JOURNAL always in advance of me; when I show a new book the remark is, 'Yes, I saw that mentioned in THE SCHOOL JOURNAL.' I congratulate you on being up with the times."

Our effort is especially to reflect the operations of the publishing houses, and this feature is carefully looked for by school boards and superintendents.

The school boards are not the men they used to be, in all respects; the people demand a better set of men for the interests are greater; more money is spent; better buildings are built. It would surprise many to find how many of these officials read THE SCHOOL JOURNAL. It has been placed on file with many boards by superintendents until they have come to look on it as a necessity.

The mention of books or school apparatus in THE SCHOOL JOURNAL brings it before the educational world and is an important step in the way of its introduction.

It is the practice of most publishers to send marked copies of reviews of books to superintendents and principals who naturally send it aids to confirm the wisdom of selecting the good.

"Better out than in"—that humor that you notice. To be sure it's out and all out, take Hood's Sarsaparilla.

THE SCHOOL JOURNAL

NEW YORK, CHICAGO, and BOSTON.

(Established 1870), published weekly at \$2.00 per year, is a journal of educational progress for superintendents, principals, school boards, teachers, and others who desire to have a complete account of all the great movements in education. We also publish THE TEACHERS' INSTITUTE, THE PRIMARY SCHOOL, EDUCATIONAL FOUNDATIONS, MONTHLIES, at \$1 a year; OUR TIMES (Current Events), semi-monthly, 50 cents a year; and THE PRACTICAL TEACHER, monthly, 30 cents a year. Also a large list of Books and Aids for teachers, of which descriptive circulars and catalogs are sent free. E. L. KELLOGG & CO., 61 E. Ninth Street, New York, 255 Wabash Avenue, Chicago, and 115 Summer Street, Boston. Orders for books may be sent to the most convenient address, but all subscriptions should be sent to the New York office. THE SCHOOL JOURNAL is Entered at the New York Post Office as second-class matter.

Education Without Bricks.

WASHINGTON, D. C.—The opinion has been general that the gift of Andrew Carnegie for a national institute was to be another great visible structure of rare architectural beauty and dignity along the lines of the Smithsonian institution. A letter from one of the board of trustees gives an entirely different application of the donation. There are to be no grounds, no buildings, no organized faculty, no curriculum, no classes, no commencements, no university spirit, no class feeling; in short, none of the ordinary concomitants of college life and training. The entire fund is to be available to advance the cause of science and letters. There will be offices in Washington where officials will administer the work of the institute, and this is about all that will be visible of the institution. The plan is to aid advanced scholars in all lines of study and research to prosecute their work with the prospect of substantial returns of knowledge for the benefit of mankind. The student who desires to carry on some special line of inquiry will be enabled to put himself in touch with the men who are recognized as authorities in that special line of knowledge, and under favorable instruction can go forward with his studies. Means to supply apparatus will also be available. All the vast resources of the laboratories, libraries, and collections, as well as the hundreds of scientists and savants connected with the government, will be at the student's service. For those giving the highest promise of development, funds to study abroad will be furnished.

A great national gallery of art has been suggested, but while aid will be given to a certain number of students of art who show merit, no national gallery will be established. One phase of education to which the trustees will give careful consideration is the teaching and training of the rural youth in the manual arts. It is recognized that, with the immigration from the country to the city that is going on unceasingly, and the constant amelioration of the conditions of urban life, there is need of counteracting influences to preserve and cherish a wholesome rural condition of living.

It is understood that not all the offices of the institution will necessarily be located in Washington, nor will all the students under the fund be here. The general idea is to secure the best of scholarship wherever it may be found and to pursue a plan that may adjust itself conveniently and economically to the widest range of post-graduate work.

Women at School Election.

CLEVELAND, O.—It is expected that the women of Cleveland will turn out in large numbers at the coming school election. The right of women to vote for school director and members of school council was conferred by the Ohio legislature several years since, but until this year no especial effort has been made to get the women to the polls.

The most active leader in the crusade is Mrs. May Harrington Hanna, former wife of Senator Hanna's son Daniel. She has been made a member of the Democratic women's executive committee. She believes it is the duty of every woman to take part in the election of school officials and to do all possible to promote the welfare of the public schools. No one can know better than the mothers of children what the schools need to make them better. Many things about the management of a school should be changed—heating, ventilation, sanitation, as well as the putting of small children who are least able to withstand the effects of foul air and bad light into the basements, while older children have well lighted and better ventilated rooms. Women would change these things, but nothing can be accomplished towards remedying present condi-

tions, Mrs. Hanna thinks, while the men are in complete control. Women must be represented in the school council—equal representation, if possible. Mrs. Hanna explains her deep interest in school reform by the fact that she is a mother. She has been spoken of as a candidate for council membership.

Principals' Discussions.

PITTSBURG, PA.—The Pittsburg principals' Association met in the Fifth avenue high school, March 1. Prin. Joseph Jennings read a paper on "What is the Function of the Principal?" Mr. Jennings thinks the city system of education is weakened by the present method of choosing and assigning teachers—that of election and assignment by the several ward boards. The paper argued for an increasing influence in the appointment of teachers and for full power in the assignment to the various grades of his building, and broader leadership of the educational thought of his teachers.

The Allegheny county principals' round table met in their monthly session, March 1. Supt. Samuel Hamilton was to have addressed the meeting on the subject "Training to Think." Prin. J. B. Keener, of Swissvale, read the paper for Mr. Hamilton. The discussion was keen and the opinion was unanimous that the paper was the best production of Superintendent Hamilton's pen. The sentiment was divided as to the amount of such teaching that the schools are now doing. Some sharp criticisms were made upon the popular educational papers. One principal had examined twenty volumes of current journals to find but four articles on the subject of teaching to think or teaching to study, but in contrast had found several hundred mere devices. A resolution was passed asking Mr. Hamilton for the privilege of having the address printed for circulation among the teachers of the county. Prin. J. F. Moore led the discussion of "The Use of the Art Gallery, Museum, and Zoo."

For some time past the various principals' organizations of Pittsburg, Allegheny, McKeesport, and Allegheny county have been in communication looking toward the organization of a schoolmasters' club. The associations of Pittsburg, Allegheny, and Allegheny county have ratified the proposed plan and constitution, and have elected a board of directors. The plan includes not only increased professional co-operation but also increased social intercourse.

Harvard Entertains Prince Henry.

CAMBRIDGE, MASS.—Prince Henry of Prussia is now a Harvard man. On March 6 he received from Harvard the degree of doctor of laws, and became an honorary member of the university. President Eliot made an able address in the course of which he said that as university men they felt the weight of obligation under which America rests to the technical schools and universities of the German fatherland. From them thousands of eager American students have drawn instruction and inspiration and taken example. At this moment hundreds of American teachers who call some German university their foster mother are at work all the way from the coast of Massachusetts to the Philippines. Our men of letters and science know well the unparalleled contributions Germany has made since the middle of the nineteenth century to pure knowledge, and also to science applied in the new arts and industries which have so marvelously changed the relations of man to nature.

Speeches were made by Richard Derby, president of the junior class, by Major H. L. Higginson, donor of the Harvard Union building, and R. C. Bolling, representing the student body. R. M. Green read a poem. Prince Henry made an able

speech in response to his welcome, and read the following cablegram from his imperial brother:

"Henry, Prince of Prussia, Harvard university, Cambridge: I congratulate you upon receiving to-day the honorary degree of Harvard university, the highest honor which America can bestow. May the copies of the examples of German art and German civilization which I transmit thru you be to the professors, as well as to the young academicians, an incentive thruout their lives and an inspiring example in the pursuit of German ideals and in the striving for all that exalts and is lasting."

"WILLIAM."

Philadelphia Notes.

The Eastern Commercial Teachers' Association will meet in the normal school at Philadelphia March 28. Mr. John H. Converse will preside. Senator Beveridge, who will be the guest of honor, will speak on "What Business Education Means to the Growth of Our Foreign Trade." Professor De Garmo, of Cornell, will represent the university side of the question, and Allan Davis, principal of the Business high school of Washington, D. C., will discuss the relation of the high school to commercial education. An interesting meeting is anticipated.

The fourteenth sectional school board has determined to close schools in that section whenever the health of teachers and pupils may be endangered by the lack of needed repairs to buildings, unless councils appropriate money for such work. This year the board's appropriation for repairs to heaters and buildings is said to be totally inadequate. While the measure is admittedly drastic, it is said that the closing of the schools will forcefully bring before councils the need of greater liberality in appropriations for repairs to school buildings. The schoolhouses in the section are all old structures constantly in need of repairs, while the appropriations for such work have been steadily decreasing of recent years.

President Drown, of Lehigh university, has offered four free scholarships, to be awarded by the faculty to meritorious graduates of the Central high school, Philadelphia.

The Philadelphia board has recommended that the tools and benches belonging to the summer schools, which are stored in the Thomas Wood primary school, be used in giving instruction in woodworking to the boys during the time the girls receive sewing lessons.

The controversy which was begun over four years ago over the selection of a site for a school-house in the thirty eighth ward has at last been ended by the choice of a lot at the southeast corner of Hunting Park and Pulaski avenues. This is agreeable to a subcommittee of the board of education, members of councils from that ward, and other interested citizens.

The new school-house named in honor of the late Councilman Thomas Meehan was turned over to the board of education March 8. It is located at Penn and Pulaski streets. The name is appropriate. In the school colored children will be taught by colored teachers. In addition to his labors in the interests of public education in general, Mr. Meehan worked continuously for the betterment of the colored race. At his instance a school for colored children under colored teachers was established at Germantown and other places. The schools were successful from the first.

Humors feed on humors—the sooner you get rid of them the better—Hood's Sarsaparilla is the medicine to take.

In and Around New York City.

A meeting of the New York Association of High School Teachers of German will be held March 15, at the rooms of the School of Pedagogy, New York university, Washington square. Mr. B. Kuttner, of DeWitt Clinton high school, will deliver an address on "The Teaching of Commercial German." Discussion will be opened by Mr. John Baumeister.

District Supt. H. W. Jameson has been assigned temporarily to take charge of the two school districts formerly in charge of James Godwin, retired.

Principals are inclined to object to a proposed change in the by-laws which will define their positions as "administrative heads of school," rather than "pedagogical heads."

The new board of education, in its amended budget, will ask only for the four mills as a general fund. This is \$15,151,883.49, which is the amount allowed for scholastic measures by Mayor Van Wyck. It is possible that the special or material fund, for which \$4,111,134.28 has been allowed, will be cut down somewhat.

Examinations for shopwork teachers will be held March 24, and examinations for high school positions may be called for May. It is probable that tests in only a few subjects will be held, as there is no need for teachers in all lines as yet.

President Burlingham, City Superintendent Maxwell, Associate City Superintendent Marble, Messrs. Mack, Mann, and Greene, and Principal Goodwin, of the Peter-Cooper high school, recently held an informal conference to exchange views on the proper articulation to be established between the elementary schools and the high schools on the one hand and the City college, Normal college, and the training schools on the other. It was the sentiment of the meeting that the Normal college degree must be put on a basis where it will be recognized by the state regents, and that in educational requirement as a preliminary to license, the colleges and the training schools must at least meet the same requirements as to duration of study and the like. This implies six years of secondary and professional training.

The suggestion was made that the colleges should abandon preparatory work and that the courses in the high schools should be so arranged as to correspond in their upper years to the college courses. This would probably lead to the wiping out of the present freshman class. The project is concerned with the expressed ambition that the youth, after an eight-year elementary course, which is now looked upon as inevitable, should be able to complete the necessary secondary and collegiate training by the time he is twenty or at the latest twenty-one years of age. This would give a sort of six-year course after the elementary schools—a three-year collegiate course following three years of high school study. Some method of transfer from the third year of high school into an equivalent of the sophomore class would also have to be devised. Among other matters discussed was the advisability of having all high school graduates examined by the college entrance board, a certificate from them admitting to nearly all colleges.

Dean Russell, of Teachers college, sailed for Porto Rico March 8. He will spend two weeks on the island, inspecting schools and conferring with the authorities concerning the establishment of industrial schools and the introduction of manual training. Prof. Dodge is acting dean during Prof. Russell's absence.

The equipment of the new annex to City college has been completed and the entire sub-freshmen department transferred thereto. As the original buildings

are now left to the exclusive use of the collegiate department, the overcrowded condition of the college has been materially decreased.

The board of education has appropriated \$27,139 to meet the deficiency in a previous appropriation to complete the purchase of property in Leonard, McKibben, and Boerum streets, Brooklyn.

Residents in the vicinity of public school 77, Manhattan, have petitioned the board to provide necessary school accommodations for primary pupils.

The report of the committee on by-laws recommending the adoption of the rules determining the number of heads of departments, general assistants and clerks, is being vigorously opposed by the members of the board of education from Brooklyn. Action on the matter has been postponed until the meeting of March 26.

The High School Teachers' Association of Manhattan and the Bronx met in the DeWitt Clinton school, March 1. Mr. Frank Rollins presided at the business meeting. President Magnus Gross of the City Teachers' Association gave a description of the objects and plans of the society for the proposed teachers' club-house. Prin. John T. Buchanan gave an address on "The New Courses of Study."

The fourth in the series of Male Teachers' monthly dinners will be held at 7 o'clock on the evening of March 15. The subject for discussion is "Some Educational Ideals; or the New By Laws." Many guests are expected to be present, among them being Gen. George W. Wingate.

The friends of ex-Supt. James Godwin have decided to give a dinner to Mr. Godwin, to show their appreciation of his long and capable service in the New York public schools. A dinner committee has been appointed consisting of Supts. Jasper, Davis, Lee, and Stranbenmuller; Col. A. P. Ketchum, Ferdinand Shack, Charles Straus, Prof. Fitzgerald Tisdall, Examiner Byrnes, Principals Ettinger, Magie, O'Shea, Stitt, and Wade; Instructors Bergman, Wingeback, Waters, Goldrich, Fischlowitz, Kurz, Nicholson, Roberts, Stevens, and Wahl. Preliminary arrangements will be made by a sub-committee, of which Instructor Waters is chairman.

At the last meeting of the executive committee the board of superintendents was authorized to establish part-time classes in any and all night schools where needed. The committee decided to have a school census taken each year, probably in May or June, by the police department, providing that bureau will assent to the proposition. Authority was given Dr. Maxwell to publish and distribute each month a report on the attendance of part time classes, refusals, etc., in each school.

Herbert A. Giles, professor of Chinese at Cambridge university, England, will conclude his course of lectures on "China and Chinese Civilization," at Columbia, March 17. He will then go to Chicago to lecture before the students of the University of Chicago. Prof. Giles spent twenty-seven years in China.

Two universities will benefit by the will of the late Mrs. Lula Currier, who gives the life use of the income of her \$300,000 estate to her stepson, Edward West Currier. At his death \$100,000 will go to Yale, the income to be used for deserving students, and \$50,000 to Columbia to be spent in books.

The result of the state examinations for professional graduates teachers' certificates held last September by State Supt. Skinner at the City college, have been announced. On the whole they are better than usual, 200 candidates being success-

ful out of about 350 who took the examinations. No student can obtain his certificate to teach who has not obtained 75 per cent. in the four studies—science, geography, English, and mathematics. Those who failed will have to prepare anew and take the examinations next May.

Students and graduates of the City college are much interested in the rule of the state board of regents requiring a fourteen-year course for the degree of bachelor of arts—seven years in elementary school, three in high school, and four in college. The alumni contend that while the five-year introductory and collegiate course, in operation at the college until last September and which it is proposed to re-establish, was shorter in point of time, the amount of work accomplished was actually as great as that performed in the seven-year high school and college course prescribed by the regents. Pamphlets comparing the courses of City college and Yale academic department are being distributed. The pamphlet concludes:

"The whole number of hours a week given in the aggregate to recitations at Yale is sixty-seven in four years, and at the College of the City of New York 100 in five years. Thus 50 per cent. more work is done in the College of the City of New York than in Yale, so that the greater amount of knowledge the Yale freshman has on entering college is more than offset by the much greater amount of work the College of the City of New York student does during his college course. In view of all these facts and this striking comparison, how absurd it is to say that the graduate of the College of the City of New York is not as worthy of the baccalaureate degree as the graduate of Yale."

Resolutions requesting the board of estimate to issue school-house bonds for \$9,542,517.50 were adopted by the board of education at their meeting March 5. This amount is for buying and improving sites and erecting new buildings for elementary schools and two new high schools in the years 1902 and 1903. The sum of \$5,175,517 is required to meet present deficiencies and for building schools to care for children now on record for whom proper provision has not been made; while the remaining sum of \$4,250,000 is for erecting 550 class rooms and purchasing sites to care for the yearly increase in school population. Outside of the high schools, the building operations involved contemplate the erection of 1,000 new class-rooms, providing for 53,000 seatings. The report of the committee of five also advised the recommendations of City Superintendent Maxwell as to the districts where additional school accommodations are most needed, with the exception of buildings to replace public schools 112 and 100, both in Brooklyn, which Dr. Maxwell did not consider so important as the others. The details of the recommended expenditures for immediate needs were given in the last issue of THE SCHOOL JOURNAL.

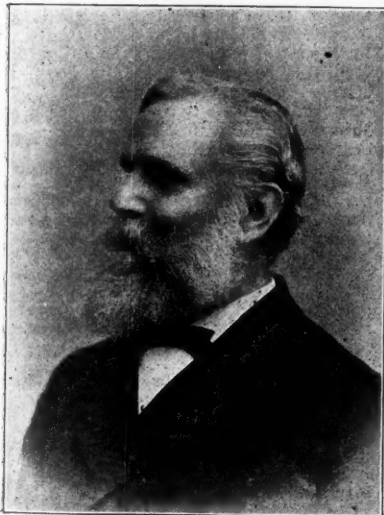
For erecting the new manual training high school in Brooklyn \$462,000 is needed, and for the new DeWitt Clinton high school building in Manhattan \$548,184 is required. The sum of \$286,000 is needed to complete the three high schools in Manhattan-Bronx, and to furnish and complete five other buildings under way in Manhattan \$213,700 is necessary. With the various sites to be purchased for the new buildings and to improve others, the total would be \$5,647,104, of which sum the board now has on hand \$471,586.50, leaving \$5,175,517.50 to be appropriated for the above needs.

In order properly to meet the growth of the system after present deficiencies are met, the board asks \$4,250,000 for 1903. Provision must be made annually for 25,000 new pupils. The class-rooms required each year will approximate 550 at a cost of about \$3,250,000, and an extra \$1,000,000 for sites. At this meeting also, the

report of the special committee of seven, Henry A. Rogers, chairman, increasing the salaries of several clerks, and transferring, reducing or suspending others, was adopted.

The regular meeting of the Educational council will be held at the New York university, Washington square, at 10:30 Saturday morning, March 15.

An organization to be known as the General Education Board has been formed in New York. Its object will be to promote education in the South, and already more than \$1,000,000 has been advanced for the work. The executive officer is the Rev. Dr. Wallace Buttrick, of Albany, who has made a study of Southern educational problems, and who has resigned his pastorate to take up the work. The board of trustees is composed of W. H. Baldwin, Jr., Dr. Daniel C. Gilman, Morris K. Jesup, Robert C. Ogden, Dr. J. L. M. Curry, F. T. Gates, formerly secretary of the N. E. A., Walter H. Page, George Foster Peabody, and Dr. Albert Shaw. The board proposes to help those who help themselves. In the poorer districts, where the school system is inadequate, increased taxation and local contributions will be urged. Training schools for teachers will be established, information and statistics regarding educational matters in the districts covered by the board will be gathered, and reports of the progress of the work will be published in the press. New York capitalists who have long desired to contribute money for the development of the South, are the chief contributors to the fund.



District Superintendent James Godwin,
Recently Retired.

A training school for young colored men and women will soon be organized in New York, as a result of the recent Armstrong Association meeting. The plan advocated is to take the Mount Tabor Training and Industrial school, of which Rev. Horace G. Miller is principal, as a nucleus. A benefit entertainment will take place at Carnegie hall in April, and by various means it is hoped that \$25,000 will be raised. Constant A. Andrews is president of the committee having the matter in charge.

Seventy-Five Women for School Inspectors

A fact worthy of notice in the appointment of school inspectors by Borough Presidents Cantor and Swanstrom of Manhattan and Brooklyn is that seventy-five out of the 180 persons appointed are women. Mayor Low did not appoint any women on the board of education, but he approves of their selection as school inspectors and he was present when the

Manhattan inspectors were sworn in on March 10. In his address President Cantor said that there is no branch of the city government so essential to the welfare, comfort, peace, and happiness of the community its school system, and to the inspectors was practically submitted that great work. He said he expected of them an active coöperation with the various teachers. No friction should result from their labors but by the exercise of tact and good judgment the coöperation should be to the mutual advantage of all actively engaged in school work and should also benefit the system itself. President Swanstrom said, in part:

"If the experiment fails, it will be due to the inherent defects of the system itself and not to the women whom I have appointed. I have been able to secure representative women of broad culture and sound judgment, who are interested in the public school system of this borough and are in sympathy with the teachers' work. It has not been an easy task to get these women. I was somewhat disappointed at the beginning on account of the refusal of so many prominent women to serve."

Among the best known of the women appointed are Mrs. Mulqueen daughter of ex-Mayor Gilroy and Mrs. Herbert Parsons, wife of Alderman Parsons and herself a doctor of philosophy of Columbia university.

Mayor Low's School Recommendations.

Mayor Low, in his first annual message to the board of aldermen of the city of New York, recommends the taking of a school census each year and says that an appropriation for educational purposes should have first claim upon the city treasury. That portion of his message relating to school matters is as follows:

"First of all, in importance, I place the question of providing adequate school accommodations for the children of the city. It is roughly estimated that a sum approximating \$4,000,000 must be raised every year for the purchase of new sites and the erection of new school buildings in order to keep up with the normal annual growth of the school population. In the meanwhile, the recent board of education has placed itself upon record as believing that an expenditure of \$8,000,000 in addition, is now necessary for the same purposes, in order to make good existing deficiencies. Without making myself responsible for the accuracy of either of these estimates, both of which seem to me large, it is evident that here is a problem of the first magnitude. I imagine that \$10,000,000 would substantially meet both the existing deficiencies and the current needs. It is idle to improve the material conditions of the city if it is to be done at the expense of leaving many thousands of its children in ignorance during the best years of their school life. It makes comparatively little difference to the city, as to most public improvements, whether they are secured a year or two earlier or a year or two later, but two or three years taken out of the school life of a child affect his own well being and his value as a citizen as long as he lives. It is for this reason that I consider that the very first claim upon the resources of the city is to make as large appropriations for school buildings and school sites as the financial conditions of the city will justify."

In speaking of the location of new school buildings, Mayor Low says that it is entirely practical for the police to make an annual census of the children of school age in the city. Wherever such a census indicates the largest number of children out of school altogether and also in part-time classes, there he believes the new buildings ought to be placed. This would avoid controversies on borough lines and would insure, at any given time, the prompt meeting of the greatest existing need.

Educational New England.

BOSTON, MASS.—Simmons college, to which Dr. Henry Lefavour and Miss Louise M. Arnold have lately come as president and dean, has announced the opening of its first department, that of home economics. To secure this, the trustees have arranged for the purchase of the school of housekeeping founded and conducted by the Women's Educational and Industrial union. This school has been a decided success, but has long been in need of a full endowment. This present transfer insures the permanence of the effort, while at the same time it furnishes an economical basis of action. In addresses before the Twentieth Century club, on March 1, the president and dean outlined the plan which the trustees have formed for carrying out the plans of the founder. The primary purpose of the college in all its departments will be to give the students a training in those things which pertain to better living. So various schools of application, similar to that in housekeeping, will be organized. The courses in all will cover four years, the requirements for entrance being a good high school preparation, and a considerable portion of the work will be academic. This will add general training to direct preparation along the lines of applied science and art.

The new building for the Chapman school, East Boston, was dedicated on the afternoon of February 5, tho it has been in use since September. There were several addresses from prominent speakers, among them Supt. E. P. Seaver; Pres. E. H. Capen, of Tufts college; and Dr. John S. White, of New York city. The most interesting feature of the exercises was the position taken by Mr. Grafton D. Cushing, president of the school board, who held that a school building is emphatically for the use of the people, and should not be considered as having fulfilled its mission when the children have left it in the afternoon. There is no reason why all the rooms, halls, and corridors should not be in constant use by the citizens for social meetings, for dances, for innocent amusements of all kinds, until the end of every evening. In Mr. Cushing's opinion this innovation is certain to come, tho it may take a generation to bring it to pass.

CAMBRIDGE, MASS.—Prof. Charles H. Haskins, of the University of Wisconsin, has been elected professor of history in Harvard university, and will begin his work in September. Professor Haskins is considered one of the most brilliant young men of the country in history, took his Ph.D. in that department at Johns Hopkins, and at the age of twenty-one was elected professor of history in the University of Wisconsin. In the school year 1899-1900 he acted as substitute professor at Harvard during Professor Emerson's absence, and his success and popularity in his work during that year have led to his election to the chair.

Switzerland joins with Germany in gifts to aid Harvard's Germanic museum. The federal council has informed the United States minister at Berne, Mr. A. S. Hardy, that selections will be made from the plaster casts of Swiss works of art, now being made at the National museum at Zurich, and such as will give a clear idea of Swiss art will be presented to the Harvard museum. This action makes the museum broadly Germanic.

CAMBRIDGE, MASS.—President Eliot has canceled all appointments for his Western trip, owing to the continued illness of Mrs. Eliot. The trip, which was at first postponed owing to Prince Henry's visit, has now been finally abandoned.

NEW HAVEN, CONN.—Professor W. H. Brewer, Norton professor of agriculture in the Sheffield scientific school, and one of the best known instructors in Yale uni-

versity will retire from active duties at the close of the collegiate year. He is seventy-four years old, and is a graduate of the first scientific school class, that of 1852. He studied chemistry in Germany with Von Bunsen and Von Liebig, geology under Wagner, and botany with Schmidt. For two years he acted as professor of natural science in Washington college, Pa. He assisted Prof. J. D. Whitney in his geological survey of California, from which duties he was called to the professorship of chemistry in the College of California. He became a member of the Yale faculty in 1865.

CAMBRIDGE, MASS.—Prof. Charles H. Haskins, of the University of Wisconsin, has accepted the professorship in history offered him by Harvard and will begin his new duties there next September.

Chicago Items.

A funeral service for Col. Francis W. Parker was held on March 5, in the assembly hall of the normal practice school. The service was in charge of George R. Meade, Post G. A. R., of which Colonel Parker was a member. Addresses were made by Mr. O. T. Bright and Dr. Bhamtlin, and Miss Martha Fleming read several of Col. Parker's favorite poems. Later the body lay in state in the hall of Haskell museum, where president Harper delivered a eulogy. During this time all sessions were suspended at the university.

The amalgamation of Chicago university and Armour institute is now assured. Before the close of the first year of co-operation it is expected that Armour institute will be worth \$5,000,000. The present plan involves removal of the institute to the university campus. The Armour interests will give \$1,500,000 in endowments and the university will furnish buildings and equipment valued at another \$1,000,000. Other gifts from the Armours and from John D. Rockefeller are expected.

Chicago teachers have been wondering how Superintendent Cooley meant to make use of the civil service rule put into effect early in March. In a recent address to the principals Mr. Cooley told them to advise the teachers to be patient, as the board was doing all it could for them. Pre-ent conditions are only temporary, but are necessary owing to the financial stringency. It is not the idea of any member of the board to shut out special studies for all time.

The Chicago Woman's club has offered the board of education a stained glass window to be placed in the new McKinley high school as a memorial to the late president. The offer has been accepted.

A protest from the Federation of Labor against the removal of District Supt. W. W. Speer has been received by the board. The latter's removal has brought the difference between the old and new methods of education to issue. The Federation protest that Mr. Speer's removal is a blow at advanced educational methods.

The special committee appointed by the board of education to investigate the affairs of the West Side supply house in answer to charges of extravagance has reported that the institution is a necessity and that it is not extravagantly managed.

The advantages of training at the University of Chicago are shortly to be advertised in the orient, the faculty having appointed Alleyne Ireland, a noted European traveler, as special commissioner in oriental lands to study general conditions and send information to the university that will enable the faculty to shape certain classes of work for men who will go to the orient to live. Students from

the far East will also be encouraged to enter the university.

Attorney John Maynard Harlan is collecting money from lawyers and business men to found a rural home and school for boys. He is meeting with encouraging success.

Here and There.

William Nottingham, recently appointed a regent of the University of the State of New York, is a member of the law firm of Goodelle, Nottingham & Andrews, Syracuse. He is a graduate of the Syracuse high school and Syracuse university, and is a trustee of the latter.

ALBANY, N. Y.—The convocation of the University of New York will be held in the state capitol on June 30 and July 1. The principal address will be delivered Monday evening, when President Butler, of Columbia, will speak on "Fundamental Principles of Education in the United States." Tuesday morning President Schurman, of Cornell university, will read a paper on "The Elective System and Its Limitations." Dean Vincent of the Junior College of Chicago university will deliver an address Tuesday evening.

PITTSBURGH, PA.—The teachers of Pitts- ton are still firm in the strike they inaugurated three months ago for back salaries. At a meeting held March 3 they decided they would let the rising generation be reared in ignorance rather than continue in educational work for glory alone. The members of the school board are still trying to induce the teachers to resume work on the old plan—steady work, but no pay day.

It is stated that Mr. J. Pierpont Morgan has given \$2,000,000 to the University of the South at Sewanee, Tenn.

PRINCETON, N. J.—In the catalog for the 155th year of Princeton university, which has just been issued, two new names appear on the roll of trustees—ex President Cleveland and the Hon. H. S. Little. In the faculty roll there are three promotions to professorships, and sixteen new appointments, making 101 in the force of instructors. The general summary shows 1,354 students, a gain of 105 over last year. Pennsylvania has the largest representation, 345. The exhibit of studies shows twenty-one new courses in the academic department. The most radical change is in the department of general science, where the standard has been raised, and the curriculum entirely recast with extensive changes and additions, securing a liberal education for the increasing number of American youths who desire a college training of high standard and yet expect to pursue a commercial career or to enter the rapidly increasing openings in business where a scientific training is of value. Modern languages hold a conspicuous place in the curriculum of this department. The total gifts to the university during the year amounted to \$227,477.34.

PEORIA, ILL.—The Central Illinois Teachers' Association will meet here on March 21, 22. President Butler, of Columbia university, will be one of the speakers.

ALBANY, N. Y.—Inspector I. O. Crissy, president of the department of business education, has appointed a committee of nine, with Durand W. Springer, of the Ann Arbor, Mich., high school as chairman, to prepare a monograph on business education, with especial reference to courses in public schools. The committee's first meeting will be held in Philadelphia the last week of March. A preliminary report will be given at the next N. E. A. meeting in Minneapolis.

ANN ARBOR, MICH.—The thirty-seventh meeting of the Michigan Schoolmasters' club will be held here March 27-29. Sessions will be held at Newberry hall, and will be opened by President A. J. Volland, of Grand Rapids, at 9:30 o'clock Friday morning. Many prominent educators will deliver addresses.

FAYETTEVILLE, ARK.—Dr. J. L. Buchanan proposes to retire from the presidency of the University of Arkansas at the close of the present scholastic year in June, on account of his health, which has been poor for a long time. Among those prominently mentioned for the place is former State Supt. Junius Jordan, who is now a member of the university faculty.

MEMPHIS, TENN.—R. Y. Edmondson, who resides near Wilson station, filed a bill against the Memphis board of education several months ago for the purpose of testing the validity of a law passed by the last legislature allowing children residing within half a mile of the city limits to attend the nearest public school. In the chancery court a few weeks ago the law was declared constitutional.

SOUTH BEND, IND.—The twentieth annual meeting of the Northern Indiana Teachers' Association has been called for April 3-5. Sessions will be held at the Studebaker auditorium in this city.

WOODBURY, N. J.—Supervising Principal Frey, in a communication to the board of education, says that arrangements for additional school room should be made. He points out the need of a reduction of the number of pupils per teacher in the grammar grades, the introduction of kindergartens and laboratory facilities for science work in all grades, facilities for manual training, and domestic science teaching and gymnastics. The schools are said to be in better condition than ever before.

WAYNE, PA.—St. Luke's school, of Bustleton, Pa., will shortly erect a school building on a twenty-five acre tract of land purchased in Wayne. St. Luke's is a preparatory school with 300 pupils.

CENTRALIA, ILL.—The Southern Illinois Teachers' Association will assemble here April 3-5. Lectures will be given by President A. S. Draper and L. Y. Sherman.

SEATTLE, WASH.—An alumnus of the University of Washington, Charles V. Piper, professor of biology in the Washington Agricultural college, will shortly publish a botany of this state. He is considered the greatest living authority on the botany of the Northwest.

OSWEGO, N. Y.—Efforts are being made to raise a pension for Miss Ellen M. Bruce, who has taught in the local schools for fifty years, in which time she has taught more than 3,000 children. She will retire next fall.

JOHNSTOWN, PA.—At the closing session of the City and Borough School Superintendents' Association of Pennsylvania, a resolution was adopted approving the amended spelling of program, tho, altho, thorefore, thru, thruout, catalog, prolog, decalog, demagog, and pedagog, as proposed by the American Philological society. The association also recommended the introduction of manual training and domestic science in all public schools of the state, and the devotion of more time and attention to the study of art and improving the environments of children in school. The officers elected were: Pres't. N. P. Kinsley, Franklin; Vice-Pres't. J. M. Berkey, Johnstown; Sec'y, Kimber Cleaver, Huntingdon; Treas., John C. Kendall, Homestead; Exec. Com., L. O. Foose, Harrisburg; R. K. Buehrle, Lancaster; L. E. McGinnes, Steelton.

Benjamin F. Stevens, a noted American bibliographer, died at Surbiton, Surrey, England, March 5. He was born at Barnet, Vt., in 1833, and received his education in the University of Vermont. For many years he was United States dispatch agent in London, and acted as purchasing agent for American librarians and collectors. He made a chronological and alphabetical catalog and index of papers relating to America in the official archives of England, France, Holland, and Spain. He also made photographic facsimiles from the originals of a number of important works on American history.

JOHNSTOWN, PA.—Prof. John Quincy Adams, of Philadelphia, at the meeting of City and Borough School Superintendents' Association of Pennsylvania, March 6, spoke on "Art and the Day's Work," advocating more attention to art in the public schools. State Superintendent Schaeffer delivered an address on "Value and Importance of the Schoolmaster in Relation to Other Callings."

JERSEY CITY.—An inquiry into the conditions of the public schools in Jersey City which were built years ago is being made by the Hudson county grand jury. Visits of inspection have been made to the high school in Bay street, to school No. 11 in Bergen square, and to school No. 6 in Central avenue. The buildings are said to be overcrowded, not adapted to school purposes and to be without proper sanitary apparatus.

OTTAWA, ILL.—A meeting of the Northern Illinois Teachers' Association will be held at Ottawa April 24-26. Prof. E. H. Castle, of Teachers college, New York, will be the principal speaker.

W. P. Colton has been appointed advertising agent of the Lackawanna railroad, succeeding William B. Hunter, who has become manager of the advertising department of the Force Food Company, of Buffalo. Mr. Colton comes to the duties of his new position with ripe experience and exceptional ability in the art of advertising. He has been with the Lackawanna railroad many years, the last two as chief clerk in the advertising department.

In response to inquiries from teachers interested in the investment offered by the New York Building-Loan Banking Company, the publishers take this opportunity of stating:—

This corporation, now in its thirteenth year, has passed the danger point for all large investment companies, in that its first issue of long term loans has matured and has been paid.

The guarantee fund and surplus of \$577,000 should afford ample protection to its stockholders.

But in the last analysis the real security of the stockholders of this company, as of every bank, trust company, and insurance company, must rest upon the honor and sagacity of the men directing its management. In these intangible assets the company can make as strong a showing as in its balance sheet.

SCHOOL DEPARTMENT

CLERK'S OFFICE,

Waterbury, Conn., March 7, '02

Sealed Proposals will be received at this office until 8:15 P. M., on Monday, March 8, 1902, at which time they will be opened and read in public, at a meeting of the Board of Education for the furnishing of—

14 Oak Desks (teachers')

32 Stationary Lid Top Desks and Seats

600 " " or Adjustable Desks and Chairs

For the various grades. Price to include freight, cartage, and setting up. Samples of adjustable furniture must be submitted. Furniture to be received not later than June 1, 1902. A penalty of \$10.00 per day will be imposed for every day the work of setting up will remain uncompleted after August 1, 1902. Each bid must be accompanied by a certified check to the amount of five (5) per cent. of the accompanying bid, made payable to the order of the Comptroller of the City of Waterbury, conditioned for the execution of the contract within the time specified in case the bid be accepted. The Board reserves the right to reject any, and all bids. Proposals to be marked "FURNITURE PROPOSALS," and to be addressed to the

BOARD OF EDUCATION.

Waterbury, Conn.

J. J. FITZGERALD, Clerk.

The University of Chicago

THE SUMMER QUARTER of 1902 will begin on Wednesday, June 18, and will close Saturday, August 30.

MANY DEPARTMENTS. Instruction will be given in thirty departments in *Arts, Literature, and Science*; in eight departments in the *Divinity School*; in seven departments connected with *Medicine*; and in eleven branches in the *School of Education*. Send for a Summer Quarter Circular.

The University of Chicago = = Chicago

THE UNIVERSITY OF CHICAGO

THE SCHOOL OF EDUCATION

Francis W. Parker, Director. Wilbur S. Jackman, Dean.

SUMMER SCHOOL OF PEDAGOGY

June 19 to August 31, 1902. Two Terms—Each Six weeks
Pedagogical Courses for Primary and Grammar Grade Teachers, Principals, Superintendents, and Normal School Teachers. Academic Courses open to qualified students in all Departments of the University.

PEDAGOGICAL COURSES

Philosophy of Education, Francis W. Parker
Applied Pedagogy, Flora J. Cooke
Kindergarten, Bertha Payne
History, Emily J. Rice
Geography, Zonia Baber
Nature Study, Wilbur S. Jackman
Mathematics, George W. Myers
Art, John Duncan
Speech, Oral Reading, and Dramatic Art, Martha Fleming
Clay-Modeling and Pottery, Chalk-Modeling, Textiles, and Basketry, Manual Training, Physical Culture, Vocal Music.

Model School

Field Excursions

Students can PREPARE FOR COURSES through *The Elementary School Teacher and Course of Study* published monthly by the School of Education.
Announcement of Summer Courses will be ready March 1. For information address:

SCHOOL OF EDUCATION, THE UNIVERSITY OF CHICAGO - CHICAGO, ILLINOIS

... For Teachers, Principals, Superintendents ...

The Elementary School Teacher and Course of Study

Edited by FRANCIS W. PARKER

Director of the School of Education, the University of Chicago

Monthly except in August and September. Subscription Price, \$1.50 in the United States; foreign, \$2.00; single copies, 20 cents. Published by The University of Chicago Press

Explains the new education in practical teaching plans, showing the correlation of subjects. WHAT IT IS. WHAT IS SAID OF IT.

"We have ordered forty-five copies of the journal to be used by our teachers in their grade meetings and institutes as a basis for discussion. In this way, we hope to keep in touch with the most progressive educational movement in this country."—L. E. WOLFE, *Supt. of Schools, Kansas City, Kans.*

"It keeps me in touch with the entire curriculum, from the kindergarten through all the grades."—MARY HIGGINS, *Grade Teacher, Chicago.*

"I am sure it must be an invaluable factor everywhere in forwarding an understanding and appreciation of the new methods in education."—C. R. RICHARDS, *Department of Manual Training, Teachers College, Columbia University.*

For information with reference to clubbing rates, and for sample copies, address
THE UNIVERSITY OF CHICAGO PRESS - CHICAGO, ILLINOIS

Educational Meetings.

MARCH 15.—New England Association

of Teachers of English, Boston, Mass.

MARCH 21-22.—Central Illinois Teachers'

Association at Peoria, Ill.

MARCH 24-28.—Winnebago County (Ill.)

Teachers' Institute, Rockford.

MARCH 27-29.—Thirty seventh meeting

of the Michigan Schoolmasters' club at

Ann Arbor, Mich.

APRIL 3-5.—Southern Illinois Teachers'

Association at Centralia, Ill.

APRIL 3-5.—Northern Indiana Teachers'

Association at South Bend, Ind.

APRIL 4-5.—Ohio Valley round table at

New Cumberland, W. Va.

APRIL 23-25.—International Kindergarten

Union, Boston.

APRIL 24-26.—Northern Illinois Teach-

ers' Association at Ottawa, Ill.

APRIL 26-27.—Tri-State Teachers Associ-

ation, at Huntington, W. Va.

MAY 7-9.—Western Drawing Teachers'

Association, at Minneapolis, Minn.

ADOLPH E. DENTON, secretary, St. Joseph, Mo.

JUNE 2-27.—Galesburg Kindergarten

Normal school. Adda R. Robertson,

secretary.

JUNE 10-16.—North Carolina Teachers'

Assembly, annual session, at Wrightsville,

N. C. W. D. Carmichael, Jr., Durham,

N. C., secretary and treasurer.

JUNE 19-21.—Georgia Educational Asso-

ciation will meet either at Tybee, Cumber-

land Island, Ga., or at Tallulah Falls.

G. G. Bond, president, Athens, Ga.

JUNE 13.—August 2.—Ohio university

summer school. Dr. Alston Ellis, presi-

dent, Athens, O.

JUNE 23.—August 1.—Vanderbilt univer-

sity, summer school. Dr. J. T. McGill, sec-

retary, Nashville, Tenn.

JUNE 30, JULY 1.—University Convoca-

tion, at Albany, N. Y. James Russell

Parsons, Jr., secretary, Albany, N. Y.

JUNE 30.—JULY 5.—National Association

of Elocutionists in Chicago. Virgil A.

Pinkley, Cincinnati, O., president.

JUNE 30-JULY 1.—New York university

convocation at Albany.

JULY 1-3.—American Institute of Instruc-

tion, Burlington, Vt.

PISO'S CURE FOR

CURES WHERE ALL ELSE FAILS.

Best Cough Syrup. Tastes Good. Use

In time. Sold by druggists.

CONSUMPTION

For Singers and Speakers.

The New Remedy For Catarrh is Very Valuable.

A Grand Rapids gentleman who represents a prominent manufacturing concern and travels through central and southern Michigan relates the following regarding the new catarrh cure, he says:

"After suffering from catarrh of the head, throat, and stomach for several years, I heard of Stuart's Catarrh Tablets quite accidentally and like everything else I immediately bought a package and was decidedly surprised at the immediate relief it afforded me and still more to find a complete cure after several weeks' use.



"I have a little son who sings in a boy's choir in one of our prominent churches, and he is greatly troubled with hoarseness and throat weakness, and on my return home from a trip I gave him a few of the tablets one Sunday morning when he had complained of hoarseness. He was delighted with their effect, removing all huskiness in a few minutes and making the voice clear and strong.

"As the tablets are very pleasant to the taste, I had no difficulty in persuading him to use them regularly.

"Our family physician told us they were an antiseptic preparation of undoubted merit and that he himself had no hesitation in using and recommending Stuart's Catarrh Tablets for any form of catarrh.

"I have since met many public speakers and professional singers who used them constantly. A prominent Detroit lawyer told me that Stuart's Catarrh Tablets kept his throat in fine shape during the most trying weather, and that he had long since discarded the use of cheap lozenges and troches on the advice of his physician that they contained so much tolu, potash and opium as to render their use a danger to health."

Stuart's Catarrh Tablets are large pleasant tasting lozenges composed of catarrhal antiseptics, like Red Gum, Blood Root, etc., and sold by druggists everywhere at 50 cents for full treatment.

They act upon the blood and mucous membrane and their composition and remarkable success has won the approval of physicians, as well as thousands of sufferers from nasal catarrh, throat troubles and catarrh of stomach.

A little book on treatment of catarrh mailed free by addressing F. A. Stuart Co., Marshall, Mich.

Miscellaneous.

In the current issue of the *Little Chronicle* are several articles, at once thoughtful, timely, important, and interesting. Such contributions as those of Gen. J. H. Wilson on "Russian Aggression in China," President Faunce, of Brown university, on "An Uneducated Man's Recreations," and William Jennings Bryan on "The Advantages of the Small Colleges," are, in truth, "Large Thoughts in Small Packages," and will make many more pretentious and costly magazines look to their laurels. "British Rule in India" and "The Making of an Afrikaner" are also live topics of interest. Pictures of Miss Alice Roosevelt and Prince Henry are given.

A daintily printed brochure entitled "Ideal Journalism," has been issued. It is a reprint of a chapter of *Profitable Advertising's* "Notable Newspaper Series," and reviews the success of the New York Times, since its purchase by Adolph S. Ochs, who has made "All the news that's fit to print," a household word. Neat in typography, independent in opinions, and rational in its news treatment, the Times has demolished the idea that sensationalism is the life and profit of a daily paper. The brochure itself is printed on fine book paper and is attractively bound. It is a fine example of the best in the printer's art.

What woman has not been baffled by the painful manifestations accompanying the menstrual period. Antikamnia tablets serve most nobly, and with the entire absence of any evil effects. Two five grain tablets in a little brandy or whisky and water repeated in an hour if necessary, will always give relief.—New Albany Medical Journal.

Washington.

Three-Day Personally-Conducted Tour via Pennsylvania Railroad.

The next Pennsylvania Railroad Personally-Conducted Tour to Washington leaves Tuesday, March 25. Rate, covering railroad transportation for the round trip, hotel accommodations, and guides, \$14.50 from New York, \$13.00 from Trenton, and \$11.50 from Philadelphia. These rates cover accommodations for two days at the Arlington, Normandie, Riggs, or Ebbitt House. For accommodations at Regent, Metropolitan, or National Hotel \$2.50 less. Special side trip to Mt. Vernon.

All tickets good for ten days, with special hotel rates after expiration of hotel coupons.

For itineraries and full information apply to ticket agents; Tourist Agent, 1196 Broadway, New York; 4 Court street, Brooklyn; 789 Broad street, Newark, N. J.; or address Geo. W. Boyd, Assistant General Passenger Agent, Broad Street Station, Philadelphia.

Old Point Comfort, Richmond, and Washington.

Six-Day Tour via Pennsylvania Railroad.

The fourth of the present series of personally-conducted tours to Old Point Comfort, Richmond, and Washington via the

Spring Humors

Come to most people and cause many troubles,—pimples, boils and other eruptions, besides loss of appetite, that tired feeling, fits of biliousness, indigestion and headache.

The sooner one gets rid of them the better, and the way to get rid of them and to build up the system that has suffered from them is to take

Hood's Sarsaparilla and Pills

Forming in combination the Spring Medicine *par excellence*, of unequalled strength in purifying the blood as shown by unequalled, radical and permanent cures of

Scrofula	Salt Rheum
Scald Head	Boils, Pimples
All Kinds of Humor	Psoriasis
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Accept no substitute, but be sure to get Hood's, and get it today.

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Its least virtue is that it lasts so.

Soap is for comfort and cleanliness.

Pears' soap cleanliness—perfect cleanliness and comfort.

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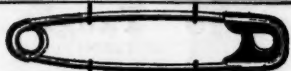
Assets.....	\$ 325,753,152
Income, 1900.....	60,582,802
Paid Policy Holders.....	540,479,809
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The Mutual Life Insurance Company issues every form of policy at the lowest rates commensurate with safety.

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Made of specially tempered wire, does not bend; sharp point, easily penetrates; guarded coil, cannot catch in fabric; made in nine sizes, from 1/4 inch to 4 1/2 inches; finished in nickel and black enamel. Send 6c. for an assorted card of Clinton Safety Pins and let them demonstrate their superiority. OAKVILLE CO., Waterbury, Conn.

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A Positive Relief
PRICKLY HEAT,
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Removes all odor of perspiration. Delightful after Shaving. Sold everywhere, or mailed on receipt of 25c. Get Mennen's (the original). Sample Free. GERHARD MENNER COMPANY, Newark, N.J.

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A Skin of Beauty is a Joy Forever.

Dr. T. FELIX GOURAUD'S

Oriental Cream, OR MAGICAL BEAUTIFIER

Furrows as well as the blemishes of the face will be done.



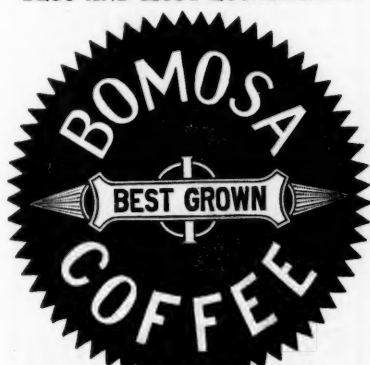
Removes Tan, Pimples, Freckles, Moth-Patches, Rash and Skin diseases, and every blemish on beauty, and defies detection. On its virtues it has stood the test of 54 years; no other has, and is so harmless we taste it to be sure it

is properly made. Accept no counterfeit of similar name. The distinguished Dr. L. A. Sayre said to a lady of the *hau-ton* (a patient): "As you ladies will use them, I recommend 'Gouraud's Cream' as the least harmful of all the *skin preparations*." One bottle will last six months, using it every day. GOURAUD'S POWDER SUBTLY removes superfluous hair without injury to the skin.

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In absolutely air-tight 1-lb. trade-mark bags, preserving strength and flavor indefinitely, even if opened.

Other Good Coffees - - - 12 to 15c. a lb.

Excellent Teas in the Cup - - 30, 35, 50c. a lb.

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Tickets, including transportation, meals en route in both directions, transfers of passengers and baggage, hotel accommodations at Old Point Comfort, Richmond, and Washington, and carriage ride about Richmond—in fact, every necessary expense for a period of six days—will be sold at rate of \$34.00 from New York, Brooklyn, and Newark; \$32.50 from Trenton; \$31.00 from Philadelphia, and proportionate rates from other stations.

OLD POINT COMFORT ONLY.

Tickets to Old Point Comfort only, including luncheon on going trip, one and three-fourths days' board at The Hygeia or Chamberlin Hotel, and good to return direct by regular trains within six days, will be sold in connection with this tour at rate of \$15.00 from New York; \$13.50 from Trenton; \$12.50 from Philadelphia, and proportionate rates from other points.

For itineraries and full information apply to ticket agents: Tourist Agent, 1196 Broadway, New York; 4 Court street, Brooklyn; 789 Broad street, Newark, N. J.; or Geo. W. Boyd, Assistant General Passenger Agent, Broad Street Station, Philadelphia.

The Indian and the Northwest.

A handsomely illustrated book just issued, and containing 115 pages of interesting historical data relating to the settlement of the great Northwest, with fine half-tone engravings of Black Hawk, Sitting Bull, Red Cloud, and other noted chiefs; Custer's battleground and ten colored map plates showing location of the various tribes dating back to 1600. A careful review of the book impresses one that it is a valued contribution to the history of these early pioneers, and a copy should be in every library. Price, 25 cents per copy. Mailed postage prepaid upon receipt of this amount by W. B. Kniskern, 22 Fifth avenue, Chicago, Ill.

Winter Tourist Rates.

Season 1901-1902

The Southern Railway, the direct route to the winter resorts of Florida, Georgia, the Carolinas, and the South and Southwest, announces excursion tickets will be placed on sale October 15 to April 30, with final limit May 31, 1902. Perfect Dining and Pullman Service on all thru trains. For full particulars regarding rate, descriptive matter, call on or address New York office, 271 and 1185 Broadway, or Alex. S. Thweatt, Eastern Passenger Agent, 1185 Broadway.

Very Low Rates to the Northwest.

March 1 to April 30, 1902, the Chicago, Milwaukee & St. Paul Railway will sell tickets to Montana, Idaho, and North Pacific coast points at the following greatly reduced rates: From Chicago to Butte, Helena and Anaconda, \$30.00; Spokane, \$30.50; Portland, Tacoma, Seattle, Victoria and Vancouver, \$33.00. Choice of routes via Omaha or St. Paul to points in Montana, Oregon, and Washington.

Career and Character of Abraham Lincoln.

An address by Joseph Choate, ambassador to Great Britain, on the career and character of Abraham Lincoln—his early life—his early struggles with the world—his character as developed in the later years of his life and his administration, which placed his name so high on the world's roll of honor and fame, has been published by the Chicago, Milwaukee & St. Paul Railway and may be had by sending six (6) cents in postage to F. A. Miller, General Passenger Agent, Chicago, Ill.

Health and Rest for Mother and Child.

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Silk and Wool Crêpes, Voile

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Conducted on European Plan at Moderate Rates. Centrally located and most convenient to Amusement and Business Districts.

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Central for Shopping and Theatres.

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